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STF

New York City.  
Education













FORTY-THIRD ANNUAL REPORT  

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OF THE  
BOARD OF EDUCATION  
OF THE  
CITY OF NEW YORK  
FOR THE  
YEAR ENDING DECEMBER 31, 1884.  

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NEW YORK:  
HALL OF THE BOARD OF EDUCATION,  
CORNER OF GRAND AND ELM STREETS.

1885.

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COMMITTEE ON ANNUAL REPORT.

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WILLIAM M. IVINS, *Chairman.*

RUFUS G. BEARDSLEE,  
HENRY SCHMITT,

EUGENE H. POMEROY,  
WILLIAM WOOD.

# BOARD OF EDUCATION

OF THE

## CITY OF NEW YORK.

1884.

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STEPHEN A. WALKER, LL.D., *President.*  
LAWRENCE D. KIERNAN, *Clerk.*

NAME.	RESIDENCE.	PLACE OF BUSINESS.	TERM EXPIRES JAN. 1.
JACOB D. VERMILYE.	30 E. 38th street.	42 Wall street.....	1885
ISAAC BELL.....	247 Fifth avenue.	P. O. Box 2170.....	1885
WILLIAM BELDEN...	841 Fifth avenue.		1885
EDWARD PATTERSON.	19 E. 45th street.	3 Broad street.....	1885
J. EDWARD SIMMONS.	28 W. 52d street..	25 Nassau street....	1885
JACOB H. SCHIFF....	35 W. 57th street..	31 Nassau street....	1885
DEWITT J. SELIGMAN*	328 W. 58th street.....		1885
WILLIAM J. WELCH..	211 Henry street..	211 Henry street....	1885
RUFUS G. BEARDSLEE.	101 W. 53d street.	106 Broadway.....	1886
EUGENE KELLY.....	33 W. 51st street..	45 Exchange place...	1886
WILLIAM WOOD.....	4 W. 18th street..		1886
WM. M. IVINS.....	25 W. 129th street.	142 Pearl street....	1886
EUGENE H. POMEROY.	48 W. 55th street.	106 Broadway.....	1886
EDW. J. H. TAMSEN.	331 E. 18th street.	52 Avenue A.....	1886
WM. B. WALLACE...	137 E. 49th street.	137 E. 49th street...	1886
DAVID WETMORE....	119 Lexington av..	365 Greenwich street.	1887
STEPHEN A. WALKER, LL.D.	8 E. 30th st.	120 Broadway.....	1887
FRED'K W. DEVOE..	Fordham.....	Fulton, cor. Wm. st.	1887
GILB'T H. CRAWFORD.	301 W. 46th street.	229 Broadway.....	1887
GUSTAV SCHWAB....	Sedgwick avenue..	2 Bowling Green....	1887
HOSEA B. PERKINS..	Fort Washington.		1887
HENRY SCHMITT....	29 Vandam street.	229 Broadway.....	1887

\* *Vice* Jacob H. Schiff, resigned.

# PRESIDENTS OF THE BOARD OF EDUCATION.

FROM THE DATE OF THE ORGANIZATION, IN 1842, TO THE PRESENT  
TIME.

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GEORGE W. STRONG, . . .	1842.
THOMAS JEREMIAH, . . .	1843.
GERARDUS CLARK, . . .	1844.
ISAAC A. JOHNSON, . . .	1845.
TOWNSEND HARRIS, . . .	1846, 1847.
ROBERT KELLY, . . .	1848, 1849.
ERASTUS C. BENEDICT, . . .	1850, 1851, 1852, 1853 and 1854.
WILLIAM H. NEILSON, . . .	1855, 1858, April 5 to December 31 1873, 1874 and 1875.
ANDREW H. GREEN, . . .	1856, 1857.
WILLIAM E. CURTIS, . . .	1859, 1860, 1861, 1862 and 1863.
JAMES M. McLEAN, . . .	1864, 1865, 1866 and 1867.
RICHARD L. LARREMORE, . . .	1868, 1869, and Jan. 1 to July 1, 1870.
BERNARD SMYTH, . . .	July 1 to Dec. 31, 1870, 1871, 1872..
JOSIAH G. HOLLAND, . . .	January 1 to April 5, 1873.
WILLIAM WOOD, LL.D., . . .	1876, 1877, 1878 and 1879.
STEPHEN A. WALKER, LL.D., . . .	1880, 1881, 1882, 1883 and 1884.

## CLERKS FROM 1842 TO THE PRESENT TIME.

JOHN A. STEWART, . . . .	June, 1842, to March 20, 1850.
E. B. FELLOWS, . . . .	March 20 to June 19, 1850.
ALBERT GILBERT, . . . .	June 19, 1850, to 1858. .
THOMAS BOESÉ, . . . .	From 1858 to April 7, 1869.
JOHN DAVENPORT, . . . .	April 7 to May 12, 1869.
WILLIAM HITCHMAN, . . .	May 12, 1869, to May 4, 1870.
LAWRENCE D. KIERNAN, . .	May 4, 1870, to date.

BOARD OF EDUCATION, 146 GRAND STREET, }  
NEW YORK, Jan. 30, 1885. }

HON. WILLIAM R. GRACE,

*Mayor of the City of New York :*

SIR—Herewith please find a copy of the Annual Report of the Board of Education, showing the operations of this Board for the year ending December 31, 1884.

Very respectfully yours,

STEPHEN A. WALKER,

*President.*

LAWRENCE D. KIEBMAN, *Clerk.*

The tenth subdivision of Sec. 3 of an "Act relative to Common Schools in the City of New York," passed March 31, 1854, requires the Board of Education "to make and transmit, between the fifteenth day of January and the first day of February in each year, to the State Superintendent of Public Instruction and to the Common Council of the City of New York, a report in writing bearing date on the thirty-first day of December next preceding, stating the whole number of schools within their jurisdiction, specially designating the schools for colored children; the schools or societies from which reports shall have been made to the Board of Education within the time limited for that purpose; the length of time such shall have been kept open; the amount of public money apportioned or appropriated to said school or society; the number taught in each school; the whole amount of money drawn from the City Chamberlain for the purposes of education during the year ending at the date of their report, distinguishing the amount received from the general fund of the State, from all other and what sources; the manner in which such moneys shall have been expended, and such other information as the State Superintendent of Public Instruction may from time to time require in relation to common school education in the City and County of New York; and the report which the Board of Education is hereby required to make shall be held and taken to be a full compliance with every law requiring a report from said Board, or any officer of the City and County of New York, except the City Superintendent, relative to schools in said City, or any matters connected therewith."

# REPORT.

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*To the Superintendent of Public Instruction of the State of New York, and to the Common Council of the City of New York :*

GENTLEMEN—It is our duty at this time, in conformity with the specific requirement of the statute, to report to you fully upon the following several subjects :

1st. The whole number of schools within the jurisdiction of this Board, especially designating the schools for colored children.

2d. The schools or societies from which reports shall have been made to this Board within the time limited for that purpose. The length of time such schools shall have been kept open, and the amount of public money apportioned or appropriated to such school or society.

3d. The number taught in each school.

4th. The whole amount of money drawn from the city treasury for the purposes of education, distinguishing the amount received from the general fund of the State from all other and what sources.

5th. The manner in which such moneys have been expended.

6th. Such other information as the State Superintendent of Public Instruction may require.

In addition to these matters, which are mainly statistical, and in the absence of any particular requirement by the State



Superintendent, we deem it our duty, also, to call to your attention such facts as we may consider of moment or importance as indicative of the work which has been actually accomplished, or sought to be accomplished, by the Board during the term for which the Report is rendered; and to point out such reforms in the system as we believe to be necessary and as this Board has under consideration.

So far as these several subjects are susceptible of being treated statistically or in tabular form, they will be found fully set out in the several schedules which are annexed to this report, and which are a part of it. It has been our endeavor to make these tables as full and as perfect as possible, and we believe they may be fully relied upon, not only to convey all information required by the law, but also to give a full and complete statement of the business of this department in all of its many details.

#### THE COST AND SCOPE OF THE SYSTEM.

As appears from the tables referred to, there are now subject to the sole jurisdiction of this Board 260 schools of different grades and kinds, in addition to which there are 48 corporate schools, to the support of which the city contributes and over which this Board has visitorial powers.

The cost of maintenance of our school system during the past year was \$4,616,841, and there were taught in the 260 schools subject to our sole jurisdiction 87,971 males and 78,567 females. The average daily attendance in all the schools, exclusive of Corporate Schools, was 139,550. The whole number of teachers employed in the Public Schools was 3,603. The cost *per capita* of average daily attendance was \$29.61. During the past twenty years the annual cost of maintaining our free schools has increased from \$1,817,814

to \$4,616,841, and during the past ten years from \$3,753,000 to \$4,616,841.

The question which is really difficult of determination is whether, in view of the progressively increasing cost of maintaining our present school system, there is any way in which it can be rendered less expensive.

This is a problem which has been continually in the mind of the Board, and which has received the very fullest consideration. Saying nothing now of the College of the City of New York, of the Normal College, and of the Nautical School, and contending that under existing laws these institutions are integral parts of our Public School system, it is not apparent to this Board how any material reduction can be made in the cost of our school system, without disastrously crippling it and causing it to fail of the very purpose for which it exists. On the other hand, we believe that an enlarged expenditure in certain directions which we shall hereafter more particularly point out would increase its efficiency to a degree which would much more than compensate for the incidental increase of taxation for school purposes.

It may be fairly said that the great body of the youth of this city are now educated in our Public Schools. For many years the proportion of scholars taught in the Public Schools, as compared with that of those taught in private schools and institutions, has continually increased. The number of public as compared with that of private schools, grows relatively larger each year. Although it is still a controverted point among theorists as to what is the true function of the State and the municipality with reference to education, the people of this State and City have answered the question for themselves, and have assumed the maintenance of a liberal Public School System as a necessary governmental function. They regard it not as a charge, but as an honor; and have

given conclusive proofs that in their opinion the only real and practical limitations of free education are the ability and the willingness of the people to pay for it.

Our present system in this City had its origin in eleemosynary schools. The history of its development shows it to have been the greatest agency of democratization, and the greatest enemy of class feeling and distinction which could possibly have been created. At a time not very long past, many of our citizens felt that to accept school advantages for their children, without directly paying therefor, was equivalent to an admission of poverty, which practically placed their children in the rank of paupers. For the purpose of overcoming this feeling a pay system was established, in the belief that the privilege of paying would induce people of comfortable fortunes to send their children to the Common Schools. From this it was anticipated that much good would follow, and, to quote an early report, that it would lead especially to "a more truly democratic principle in the schools, when the rich and poor should meet together." The result, however, was just the opposite of that anticipated; the *caste* spirit took possession of the schools, and the system was soon abandoned. The Committee appointed to inquire into the cause of its failure and to suggest a remedy, reported: "Your Committee believe that the only true and legitimate system for Public Schools would be to open our doors to *all* classes of our citizens, free of expense, and that all deficiencies should be defrayed by a public tax." This is the policy of our schools to-day, and it is due to this policy, as the only one which could have made them successful, that they are also so expensive. Unless this policy be changed, their maintenance can never cost less, but must cost more continuously from year to year. The schools are actually, and not merely nominally, public. There is no longer any private or individual initia-

tive in any of those which receive public funds and are under the sole and full jurisdiction of this Board. The whole community is reached by the system, and there is no prevalent feeling, as in European countries, that to accept an education at the expense of the public treasury is to receive a degrading gratuity. The cost of the system might be decreased by reducing the curriculum to Reading, Writing and Arithmetic, and by shortening the Grammar School course, but to this very many and weighty objections exist.

If it be admitted that the course of studies and the general organization of the schools are determined not only by their effects as a mental discipline, but by their influence on the character and pursuits of the people, it is impossible, without violating the justifying motive of free school education, to nullify the possible good effects of such an education by reducing it to a mere system of Primary Schools, as is often proposed. The Primary Schools *determine the character* of the entire system, but that is no reason why they should *constitute* the entire system, and it is no sufficient reason why our Common Schools should be limited to a primary course, simply because the expense of maintaining our system naturally and necessarily increases with the growth of the city.

Although such a plan is from time to time advocated by persons in official authority, or of public prominence, this Board believes that to so limit the course of study without the devotion of either time or expense in teaching how the three fundamental factors in education may be made of actual use and value in the formation of character, and in the preparation for the practical pursuits of private life, and for the duties and obligations of citizenship, would be to make free common school education fail of its central and final purpose. If free education be necessary in a country whose institutions are based upon the principle of self-government, there must

be enough of such education, if its purpose be to make men valuable citizens of a self-governing community, to teach them to govern themselves, that is, to build up in them character as well as knowledge.

Our very form of government makes ignorance more dangerous here than in any other country in the world. As men who may be called upon in official capacities to govern others, or as citizens who are required to obey the law and expected to perform their duties to the commonwealth, it is necessary that the people, through the agent of government, should do something more for them in their youth than to put into their hands the naked tools, which, when considered alone, Reading, Writing and Arithmetic, at best are. The school-life should be long enough to constitute an apprenticeship in self-government, as well as to place into the hands of the pupil the most rudimentary instruments for the acquisition of knowledge, and afford them an adequate training in their use and value. The purpose of the schools is not only to train the minds of our youth, but to fit them for industrial and business life, and to increase their efficiency in the production of wealth and the promotion of prosperity. The better our boys are taught the less frequently will the elective franchise be regarded as a title to employment or remuneration, and the more frequently will it be considered as a sacred trust. The doctrine of W. von Humboldt should never be forgotten, that "whatever we wish to see introduced into the life of a nation must first be introduced into the life of its schools." It cannot be said that, because a person can read and write, he has received even an elementary education. To know these things alone presupposes no development of reflection or judgment, and imparts no positive knowledge or character whatever. It is the conjunction of character and capacity with knowledge which our schools now strive to achieve in the

persons of their scholars ; and to curtail the curriculum because of an increasing aggregate cost, would be to impair the efficiency of its schools as instruments for the improvement alike of capacity and character. While our Primary Schools, as constituting the foundation of our whole scheme of free common school education, may be considered the most important part of our system, it is our Grammar Schools that "fix and maintain the intellectual level of our people ;" and we believe that such changes should be made in their methods, and such an extension of their efficiency secured, as will permit them to achieve their proper end, which is not to impart that minimum of knowledge which the rude tools of Reading, Writing and Arithmetic put into the hands of our children, but to prepare the latter for the active work of life, impress them with the realization of their own responsibility for their actions, and teach them that their knowledge is valuable to the public, which pays for it, only as it enables them to govern themselves well and to become factors in the moral, industrial and intellectual advancement of the community.

#### METHODS.

For many years there has been in use by the teachers of our schools a Manual prepared under the direction of the Board of Education, in which the Board has endeavored to give general instructions on the government and discipline of the schools, and to supply directions and suggestions for the teaching of every grade, from the lowest Primary to the highest Grammar. Recognizing that the value of the system depends almost entirely upon the nature of the methods employed in teaching, the Board has left nothing undone within its power toward making clear to the teachers the general methods which are to be pursued. It is recognized that either

of two theories may be proceeded upon. The teacher may develop the intelligence of the child, awaken his faculties, teach him to reason for himself, and enable him when he leaves school to continue to learn by himself. On the other hand he may put him in possession of abstract information of various kinds. The former of these, technically known as the *formal* or formative, because of its tendency not only to form the mind but to enrich it with new powers, and the latter, which is known as the *material*, because its main purpose is the consideration of the matter or contents of the lessons taught, have both seemed in a measure necessary as methods which should be approved by this Board. It has been our belief that the intellect should not only be strengthened, but that the memory should be trained. Nevertheless, as between the two methods we have believed it wise to give greater prominence to the former.

By a resolution passed by the Board in 1882, it was provided "that the Teachers' Manual be revised, and its provisions be made to conform to the present course of study, that the methods of instruction recommended in said manual shall be suggestive only, but that in respect to other matter when so stated therein, said manual should have the same force and effect as a by-law of the Board." During the past year the Board, acting upon the reports of the Committee on Course of Study and School Books, and of the City Superintendent and his Assistants, prepared a new Manual, conforming with what the Board believes to be the most advanced and approved methods of teaching. In the introduction to the Manual we have found it necessary to say :

"As to the suggestions in relation to methods of teaching, given herewith, although they embody the results of the long and wide experience of many successful teachers, and although their proper use has uniformly led to desired ends in instruction, the teacher will be at liberty to receive and use them as

the counsel of a trusted friend, and to make modifications necessary to meet the particular conditions of the pupils under instruction, but she will be held responsible for the use of such methods as will lead pupils to the attainment of proper results in their education. The true education of children is not dependent upon the use of any particular method. Methods of education are valuable only when they harmonize with the conditions under which the mind attains knowledge. \* \* \* \* These methods must be determined by a consideration of the faculties to be trained and educated, as well as the nature of the subject taught."

It has been found necessary to give this warning in order to avoid the faults necessarily attendant upon mass teaching. While mass teaching is absolutely requisite under the conditions of our system, and while there are some rules which must be admitted to be universally applicable, it is nevertheless recognized that individual minds must be treated individually, and that the assumption that all children can be educated by an invariable plan and by the same methods, is inadmissible. We recognize not only that different children have special aptitudes, but it has been our endeavor to impress upon our teachers the necessity of discovering those aptitudes, and of developing them; and that the best system is that which simultaneously develops all the powers of the mind and body harmoniously by taking advantage of the special aptitudes and individual characteristics of each scholar. We have also found it necessary to admonish our teachers that "the natural education of each child is begun before he enters school, by means of his personal experience with the objects and phenomena that surround him. Knowledge is the result of experience. Every teacher should aim to continue the natural processes of education by extending the personal experience of the pupils so that the range of



objects and phenomena observed by them shall be daily increased. To produce this result the teacher must select suitable materials for a proper exercise of a child's senses; then to stimulate the pupil's mind to work upon them. It is the teacher's duty to adjust the conditions between the child's mind and the objects so that the natural exercise of the senses shall develop mental power and produce intellectual strength."

It has thus been our purpose, as far as possible, to compel the application of those new methods of teaching which require the teacher to address the perceptive faculties before addressing the reasoning faculties, thus proceeding according to the method of nature. It is not very long since our whole method of instruction was one of education in language, with text books as necessary and indispensable tools. In actual practice the first three years of the primary course is to-day limited almost entirely to oral instruction. The danger with children invariably is lest they should come to know the names of things and not the things themselves. How great this danger is has been recently shown by the inquiries of the Pedagogical Society, of Berlin, and of Dr. Hale, in Boston, in their practical endeavors to get at the exact contents of children's minds. That which it is necessary to teach from the very beginning is the art of seeing. The children must be taught to observe rather than to talk, and in their earliest years we make no endeavor to impart knowledge to our scholars, but rather to habituate them to see and think for themselves, thus developing and strengthening their minds for the work which awaits them in the later years of their course. Every effort is made to avoid the dangers of a system of teaching which shall be too largely verbal, filling the mind with phrases and expressions, but leaving it without a clear intellectual grip of things. Verbalism is thus avoided at

every step, and children are taught to see beneath the words the concretes for which they stand, thus putting themselves continually in contact with the reality. This general method, together with the limitations necessarily imposed upon our system by the means at our disposal, has led to the adoption of the course of studies which is now in force.

#### COURSE OF STUDIES.

The course of studies has, accordingly, been determined by what the Board believes to be the requirements of the best pedagogical methods, and is based upon the theory that they must necessarily provide a medium and means for the general and harmonious development of all the faculties of the scholar so as to best prepare him for the performance of the duties of life, and that they must exclude everything which has not a well determined educational value.

In the Primary Department the course for the Sixth and Fifth Grades, which are the lowest two, consists of Language and Reading, Number, Slate Writing, Drawing, Vocal Music, and Physical Training. In the Fourth Grade Arithmetic is taken up. In the Third Grade Penmanship is added to Slate Writing, and Sewing is taught in the girls' classes; and to these studies no new ones are added in either the Second or First Grade except Geography as an added element in the Language Lessons of the First Grade. The items enumerated constitute the entire course of the Primary Schools.

In the Grammar Schools, the course for the Eighth or lowest Grade consists of Language lessons with Reading, Oral lessons on the qualities and uses of familiar objects, and Compositions upon subjects connected with the oral lessons, Spelling, Meaning and Use of Words, Arithmetic, Geography without text-books, Penmanship and Drawing. The Seventh

and Sixth Grades continue these studies without the addition of any new ones, except that in the Seventh Grade the oral lessons are on animals, and in the Sixth on plants. In the Fifth Grade the oral lessons are on the human body; the Geography of North America is taught in outline, and that of the United States in detail; the History of the United States is taught in brief general outline, without the use of text-books, and the studies of the preceding grades are continued. In the Fourth Grade, the oral lessons are on common minerals and metals; the History of the United States without text-books is taken up in greater detail, but still in outline. In this grade English Grammar is taught for the first time formally, but without the use of any text-book. In the Third Grade the oral lessons deal with the simple facts of Natural Philosophy; Composition, Language lessons and Grammar are continued, and the History of the United States down to the time of the Revolution is taught in detail. In the Second Grade the oral lessons deal with the simple facts relating to air, water, light, heat and sound; the History of the United States is completed, and Perspective Drawing is made an elective study in this grade. In the First Grade the Language lessons are continued, including Reading, Spelling, Meaning and Use of Words, English Grammar, Composition, and review of the work of the previous grades on the formation of words; Arithmetic, mental and written, as well as Geography and the History of the United States are reviewed. In Penmanship the exercises are in copy-books, or consists of writing select paragraphs from dictation or business forms and letters; Free-hand Drawing is continued, and Perspective Drawing is elective. In this grade also the pupils are permitted upon their election to study Plane Geometry, Algebra, Bookkeeping, and the outlines of Astronomy.

It will thus be seen that throughout the entire course Lan-

guage lessons, Arithmetic and Drawing are taught, and that in the higher grades there are added to these as compulsory studies, only Geography and History of the United States, Grammar being taught as a part of the Language Lessons, a text-book being allowed only in the two higher grades. In the earlier grades it has been found that one of the best and most expeditious methods was that of teaching Reading and Writing simultaneously, each of these studies gaining very materially by being thus combined with the other. In the higher grades an effort is made to render Reading an auxiliary to the teaching of Technology, Geography, History, Geology and Zoölogy. The success accompanying the endeavor to thus render reading an aid to the teaching of the principles of the several sciences, without imposing upon the scholar any special obligation to study them, is a matter, success in which depends almost entirely upon the skill and discernment of the teacher. Improved text-books in Reading not only assist the teachers in this, but help to educate in the scholar that fondness for reading which may ultimately place him beyond the dangers of ignorance, love of reading being regarded as the best educator.

The discarding of text-books in Grammar in those grades where it is first formally taught, has been found to be a very material improvement. Our language is no longer taught as a dead, but as a living one, the principle being the teaching of fewer rules and the study of more examples, little grammatical analysis, and much logical analysis. The text-book is not entirely withdrawn, but its role is changed, the rules being taught orally and experimentally, and scholars being shown how they can use the text-book later on as an aid and check to the memory.

The scholars are instructed, however, "that Grammar is taught by means of Language, and not Language by means of

Grammar." In the Language lessons our children are shown how the words are formed, along what lines the language has developed; are taught in a measure to realize to what extent language animates everything and makes it real. Above all, they are taught exactness in the use of terms, a matter which is regarded as of the utmost importance, imperfect knowledge being almost invariably the result of want of training during the school age in correctness of habit in the use of the common terms and every-day phrases of our language. Exercises in writing sentences and paragraphs from dictation are given in every grade.

The only foreign languages taught are French and German, the by-laws of the Board providing that whenever the parents or guardians of at least thirty pupils, attending any Grammar Department, shall desire the introduction of French or German, the Trustees of the Ward shall introduce the study of such language in said department, but that no child shall be compelled to study German or French contrary to the wishes of his parents or guardians. These two languages are taught only in the Second, Third and Fourth Grades of the Grammar departments, and are in no case compulsory.

It has recently been the policy of the Board to dispense with special teachers for these languages, and, in the appointment of new teachers for the regular class work, to secure those who can also teach these two languages, and it may be here said that the same course has been pursued with regard to the employment of special teachers for Drawing and Music. The very excellent material from which the Board is permitted to select, *i. e.*, from among the graduates of the Normal College, has enabled it to dispense very largely with special teachers already, and may in the future enable it to do away with them entirely.

The course of studies is regulated with a view of making the

class rooms what they should actually be, places for teaching the scholars, and not merely for the hearing of recitations. Not only is the course of studies so chosen as to prevent any overwork on the part of the scholars, but it is, we believe, the simplest and least exacting course of that of any system of public schools in the country. It is required by the Board that no lesson be given to the pupil to be learned out of school until it shall have been sufficiently explained and illustrated by the teacher of the class, nor are the lessons permitted to be such as to require a period of study each day, in the case of a child of average capacity, of longer than two hours. Exercises in grammatical analysis and parsing, and in written and mental arithmetic, are not permitted to be assigned for home study in any case except that of pupils in the First Grade of the Grammar Schools. That in isolated cases some of the weaker and less intelligent children may be overworked, is among the possibilities, as it is also perfectly certain that sometimes, and in the case of certain teachers, the work is not made so easy for the children as it should be, but it has been found impossible to arrange the course of studies in accordance with the requirements of the poorest teachers and of the feeblest scholars. Cramming is universally avoided and thoroughness is at all times sought for, in the belief, to quote the President of the Massachusetts Technological Institute, "that an idea, an apprehended principle, never yet hurt a human being, and never will to the latest syllable of recorded time," although cramming and work half done may result in mental indigestion seriously detrimental to the scholar.

#### DRAWING.

According to Froebel "the faculty of drawing is as natural to the child as the faculty of speech," and it is the policy of

the law of this State, not only that in each of the State Normal Schools the course of study shall embrace Industrial or Freehand Drawing, but that "the Board of Education in each city of this State shall cause free instruction to be given in Industrial or Freehand Drawing in at least one Department of the Schools under their charge."

Complying with the requirements of Chapter 322 of the Laws of 1875, and its amendments, this Board has provided, not only that exercises in Drawing shall be given in each Primary and Grammar School, but provision is made for the teaching of drawing in every grade of the school course. The old system of picture drawing is entirely abandoned, and in its place a logical system has been introduced which begins with teaching the drawing of right lines and curves, and finally teaches the elements of perspective, and affords practice in Geometrical and Industrial Drawing.

Beginning in the Sixth Grade of the Primary Schools, with straight lines, vertical, horizontal, and oblique ; angles—right, acute and obtuse, it proceeds in the Fifth Grade to plane figures, square and triangular, without perspective effect, and in the Fourth Grade to drawing of equilateral and isosceles triangles, rhombs, rhomboids, concentric squares and regular octagons ; in the Third Grade to the symmetrical arrangement of straight lines in squares, hexagons, octagons and equilateral triangles, with the drawing of familiar objects, composed of straight lines without perspective ; in the Second Grade curves are introduced, and in the First Grade, designing composed of straight and simple curved lines, with the drawing of conventional leaves, is taken up.

In the Grammar Grades the course is followed up by teaching in the Eighth Grade the drawing of historic borders illustrating the horizontal repetition of a unit and the drawing of conventional leaves, which is continued in a more advanced

stage in the Seventh Grade. In the Sixth Grade, in addition to Geometrical Drawing, examples of conventionalized flowers are studied, and are introduced into original designs. In the Fifth Grade the study of conventionalized leaves and flowers is continued, as well as that of historic ornamental borders, and the drawing of leaves and flowers in squares for wall paper or oil cloth design. In the Fourth Grade the spiral is introduced, and combinations of leaves and flowers in geometric form, with examples of mediæval and moresque bi-symmetrical ornament. This is continued in the Third Grade, to which is added the study of the drawing of original pottery forms decorated with the flower and historic ornamental forms used in previous grades. In the Second Grade the drawing of natural leaves, which are required to be conventionalized, and the drawing of geometrical figures from the model are taught. In this grade Perspective Drawing is permitted, as well as in the First Grade, and the course is ended by the drawing of various original designs for industrial purposes.

This course is arranged in recognition not only of the value of drawing as an educational process, but of its great practical use as "the universal language of handicraft." It is the basis of all trades which depend upon design, mechanical drawing leading to mathematical precision, and the freehand drawing to correct observation and the development of the sense of harmony. The great majority of our public school children ultimately enter upon industrial pursuits, and the course of drawing as now afforded them is such that the result of their study can be applied advantageously in whatever trade or occupation they may take up. Lying at the basis of all the trades and of every constructive industry, the use of the pencil precedes the use of the tool or of the machine, and is the necessary first step in any industrial education whatever. As to-day taught in our schools, it is an approach to that in-



dustrial and technological training which is now receiving the attention of the Board.

#### INDUSTRIAL EDUCATION.

Many members of the Board believe that while the present course of studies has not failed, and does not fail in developing the minds of the pupils, that the end which our school education is meant to subserve could be as well or even better attained by a course of studies which, recognizing the fact that all the senses as well as a few of them should be educated, should proceed upon the principle not only of being a discipline for the scholar, but of adding to his or her usefulness by training the eye and hand as well as the mind. They believe, with a prominent authority upon this subject, that, "while the training of the mental faculties must always be the first and distinct aim of all education, still this training is most effective when all the senses are most fully brought into play as factors in the general process." Remembering that well trained workmen are becoming scarce, that apprenticeship in the trades is almost a thing of the past, that most of the graduates of our schools avoid the trades and become clerks or shopkeepers whenever it is possible, or enter upon industrial pursuits with no or very bad equipment for their work, the Board is now considering whether our course of studies cannot be so changed as not only to add to its educational value, but to make it of much greater utilitarian value to the pupils themselves. With this in view, a committee has been appointed to inquire into and report to the Board on the advisability of incorporating with our present course of studies, a plan of elementary industrial education, which may increase the value of our entire system, both educational and otherwise, and which may recognize those aptitudes on the

part of the scholar other than such as are recognized by the traditional studies of the older system, teach our youth the dignity of labor, and familiarize them with the tools and methods of the workshop. The introduction of such a course, it is believed by very many of our citizens, would work the final democratization of our schools, and counteract the tendency, on the part of many who graduate from our system, to regard manual labor with disfavor. The actual result of our present system is only too often to dissatisfy our young men and women with modest occupations and with laborious and difficult trades. They prefer, in too many cases, to be anything in preference to being artisans, and their education in those cases where it causes them to disdain the trades of their parents, as it does in many instances, is possibly a harm as much as a benefit. It is thought that these tendencies may be met and overcome by the introduction of a simple course which shall train the scholars in the use of the hand tools, and familiarize them with all the simple mechanical processes; teaching them no trade, but teaching them the alphabet of mechanism and value of the trades. Such a course need not even necessarily be the foundation of any trade whatever, but it should be the part of such a general discipline as shall be justified on the grounds of its educational value, just as drawing as now taught is justified. It is impossible—and the opinion prevails generally in the Board that it would be inadvisable—to introduce trade schools as such, but it is thought by some of the Commissioners that we might teach the rudiments of mechanics, just as we do those of letters, giving the pupils a knowledge of fundamental mechanical principles, and affording them sufficient opportunities of practice to become acquainted with the uses of the different kinds of tools, which, notwithstanding the universal introduction of machinery, are still the basis of all mechanical industries. The Committee having this matter under consid-

eration has not yet reported its conclusions to the Board, but it is foreseen, should the Board determine to act upon the proposition that very serious difficulties will have to be overcome not only in arranging a series of workshop lessons which shall have a general educational value, but in meeting the cost necessarily incident upon such change in the curriculum.

#### DISCIPLINE.

The axiom that the government of a school begins with the self-government of the teacher, is strongly enforced by the Manual which has been prepared by this Board for the use of the teachers in its schools. The self-control of the teacher is a necessary condition precedent to the government of the pupil, and this in its turn is an essential pre-requisite for successful teaching. The recognition of this fact has led to the establishment of a general disciplinary system which has produced most encouraging results. The maintenance of order is quite as much, and quite as essential, a part of the school work as that of teaching well, and it is very generally recognized throughout our schools that the effects of the best teaching may be almost entirely lost for lack of good disciplinary methods. The City Superintendent is required to lose no opportunity of impressing upon his subordinates the fact that discipline to be good must be something more than the result of personal authority ; it must arouse sympathy and respect therefor. More than this, it is a necessary condition of the early growth of character, and if the *raison d'être* of our schools is the elevation of our standard of citizenship, it is to be admitted that this depends more upon character than upon knowledge, and that consequently the discipline of our schools is of the first importance. It means the maintenance of all those conditions which are most con-

ducive to the success of the general educational scheme, and, to quote an authority upon this point; "to so affect him (the scholar) in the present as to mold his character, train him to independence, and leave him strengthened for his future career. It thus lays under contribution all means of training and all external arrangements for carrying on the school work."

Complaint is constantly made that the system of mass training which prevails in our public schools regards too little the individual characteristics and necessities of the scholars. It must be remembered that it is not only justified, however, but necessitated by the requirements of a disciplinary system, the fundamental conditions of which are not only that all rules should be intelligible, but that they should be enforced universally, and consequently do not permit of material deviations from a general plan. Our teachers, nevertheless, are advised that no amount of mere learning on their part can take the place of the careful study and observation of the pupils themselves, and of their several characteristics. As a rule our teachers have not only learned but habitually practice those methods which are approved by long experience, and impress their scholars with the greatest sense of subjection compatible with the least assertion of authority.

The healthy disciplinary tone which pervades our schools is primarily due to the moral worth and trained intelligence of the staff of teachers, and we recognize that this is saying much when we remember that it has been said by Professor Blakiston, a master upon the subject of school management, that a "lifetime is not too long to obtain perfection in this art." The result of their efforts to secure order, obedience, truthfulness, neatness, cleanliness, punctuality, diligence, attention and industry has resulted in these traits being carried by the scholars into their homes, and has become in a measure the means of the education in these

respects, not only of whole households, but of an appreciably large part of the community.

To say that our teachers never show partiality and favoritism, that they never display infirmity of temper, or physical irritability, is manifestly impossible, but the extent to which the general system is free from these defects is in many respects remarkable. Penalties and punishments which do not harmonize with educational ends are all times discountenanced; and though school government, like all other government, requires to be supported by the sanction of punishment wherever its authority is disregarded, the punishments are of such a class generally as not to inspire on the part of the pupil dislike for his school or for the school work. The necessity for punishment is sought to be obviated by uniformity in the recognition of the title on the part of the pupils to reward and encouragement. Not only is the Manual of the Board of Education very specific with regard to the classes of punishment prohibited, but the Teachers' Manual supplements the rules of the Board very fully in respect to this matter.

It is recognized that good disciplinary results can only be attained where the physical conditions permit; and with a view not only to the maintenance of the health of the scholars, but to the securing of those physical conditions which are requisite for the maintenance of order and attention in the schools, the work of examining the sanitary conditions of the schools was prosecuted with vigor during the past year, as is hereinafter referred to more in detail.

It is gratifying to know that one of the first authorities upon the subject of school management and discipline, Professor Henry Calderwood, of the University of Edinburgh, and Chairman of the Edinburgh School Board, has recently found occasions to praise our schools, and, after referring to the schools of England and of the Continent, to say that the

most successful example of certain phases of school discipline that he has yet witnessed was that given by the boys of the Primary Department of one of the schools of this city.

It is gratifying to say that the reports on discipline from the several schools indicate an improvement upon the report of last year which was itself good, and show that the number of suspensions is being still further reduced. During the year 1884 the total number of suspensions was only 66 out of an average daily attendance of 129,950. In the matter of punctuality and regularity of attendance, the schools generally make a most creditable showing, and it is to be remembered, as already pointed out, that these results are obtained without the employment of any form of corporal punishment whatever. The progressive reduction of the number of annual suspensions for misbehavior is clearly brought out in the following table :

Year.	Average Attendance.	Number of Suspensions.
1880	114,095	150
1881	117,493	97
1882	120,496	87
1883	123,885	80
1884	129,950	66

#### SCHOOL ACCOMMODATIONS.

The great increase in the number of children of the school age, and the shifting of centers of population from one part of the city to another, have resulted in the necessity not only of providing enlarged school accommodations, but of consolidating certain of the schools in parts of the city where the population has decreased. There will be found set out in a report of the Superintendent of School Buildings which is annexed hereto, a full list of all the applications made by the trustees of the several wards for the purchase of new school sites.

During the year the following appropriations were made for sites for new schools :

For site on West One Hundred and Twentieth street, \$36,000.

For site on King street, Eighth Ward, \$70,000.

For site on West Tenth street, Ninth Ward, \$18,500.

For site on East One Hundred and Tenth street, Twelfth Ward, \$33,142.

For site on West One Hundred and Twenty-seventh street, Twelfth Ward, \$7,500.

For site on First street, Seventeenth Ward, \$25,000.

For site on West Thirty-sixth street, Twentieth Ward, \$28,000.

For site on West Fiftieth street, Twenty-second Ward, \$52,000.

For site, Ogden and Lind avenue, Twenty-third Ward, \$12,500.

For site on One Hundred and Thirty-eighth street near Willis avenue, Twenty-third Ward, \$17,500.

For site adjoining Primary Department of Grammar School No. 60, Twenty-third Ward, \$3,000.

For site at Spuyten Duyvil, Twenty-fourth Ward, \$3,915.75.

Total, \$307,057.75.

During the year new buildings have been completed for Grammar Schools Nos. 76, 77 and 78, a description of which buildings may be found on pages 26 and 27 of the last Annual Report of this Board. These buildings were opened for the reception of pupils in September last, and in less than six weeks 6,000 were registered, and through the year these schools have shown an average attendance of over 5,500 pupils, and, so far as discoverable, have produced no apparent diminution in the attendance upon other and neighboring schools.

The accommodations of Grammar School No. 33 have been

increased by the erection of an addition on the westerly side of the original building. The new house contains 24 classrooms, arranged to accommodate about 1,300 pupils, and its cost, including the necessary outbuildings, will be about \$68,000, and it will be ready for occupation by February 1, 1885. A complete list of the new buildings, and of the projected additions to and enlargements of the present buildings which have been provided for, and which will be completed during the year 1885, will be found set out in detail in the report of the Superintendent of School Buildings already referred to.

The following table recapitulates so much of the said Report as refers to new buildings and the enlargement of old ones, and shows the cost of each and the additional sittings which they will provide for the accommodation of scholars.

#### RECAPITULATION.

Buildings.	Cost.	Add'l Sittings.
G. S. No. 33	\$68,000	1,300
“ 82	110,000	1,500
“ 79	68,000	500
“ 83	113,000	2,200
“ 43	85,000	1,100
“ 61	83,000	800
“ 32	38,000	650
P. S. No. 7	67,000	800
Totals,	<hr/> \$632,000	<hr/> 8,850

Recognizing the necessities for increased school accommodations, the Legislature of this State during the session of 1884 passed a bill providing for the issuing by this city of school house bonds to the amount of two millions of dollars,



for the purpose of providing new school sites and buildings where most needed. The adoption, however, by the people at the last annual election, of a Constitutional Amendment imposing restrictions upon the issuing by municipalities of their bonds in any case where the bonded indebtedness already amounted to more than ten per cent. of the assessed valuation of the real property in such city, said amendment to take effect on the 1st day of January, 1885, has resulted in the partial annulment of the Act of the Legislature referred to. Prior to the time when the Constitutional Amendment went into effect, there had been but \$332,000 of these school house bonds actually issued and disposed of upon the market, so that it will hereafter be necessary to obtain the requisite funds for the increase of school accommodations through the annual tax levy, subject to the approval of the Board of Estimate and Apportionment.

#### CONSOLIDATION.

For some years past the Board has felt the necessity of consolidating small schools in certain parts of the city where the attendance has annually grown smaller, and where, to maintain a complete staff of teachers, as was done during the time when the neighborhoods in which these schools are located were more thickly populated, and when the attendance was larger, imposed an unjustifiable burden of expense upon the Board. During the past year it has been possible in several instances to consolidate small departments so as to make larger schools, which have thus been made actually instead of nominally graded schools in the full sense of the term. The maintenance of a so-called graded school, when the entire attendance is in some instances less than 100 pupils, and where certain classes number no more than 10 or 15, is in direct violation of the underlying administration theory, and of the

economical necessities of our school system, and wherever the consolidation of such departments has been found practicable, it has during the past year been carried out. Thus Male Departments Nos. 23 and 24, in the Sixth Ward, have been united and are known as Male Department No. 23. So the Female Departments of the same schools have been consolidated into a single department and are known as the Female Department No. 24. In the Seventh Ward, Male Department No. 31 was abolished and the teachers and pupils were transferred to Male Department No. 12. Inasmuch as School No. 12 thus became somewhat crowded, the Female Department of that school was transferred to School Building No. 31, and what was formerly known as Female Department No. 12, is now known as Female Department No. 31.

The policy which has guided the Board was one of economy and efficiency at the same time. The successful instruction of a large number of pupils necessitates a thorough systematization and careful classification and gradation. In nearly all our schools the numerical attendance is very large, and graded instruction has been found to be not only a necessity, but happily has proved a success. The by-laws establish eight grades in the Grammar Departments, and have fixed the number of 35 pupils as the proper limit of a class in any one of these eight grades. The school should therefore have at least 280 pupils, in order that the general system of gradation and classification may be successfully and economically applied. In every school the decrease of 35 pupils necessitates, in compliance with the general plan, the loss of one teacher, so that in schools having an attendance of 280 pupils or less, every such loss of 35 scholars necessitates the creation of a double grade. As the attendance grows smaller, the evil grows continuously greater, so that in some instances a teacher has been called upon to spend her time in the difficult and

exhausting task of teaching three grades simultaneously. Such a state of affairs is unsatisfactory, and in great measure detrimental to teachers and pupils alike. This Board being guided solely by the determination and desire to give the children in every part of the city equal educational advantages, and believing that this can only be done in properly graded schools, has found it necessary to initiate the practice of consolidation, which means at one and the same time, proper classification, proper instruction, and proper saving of the public moneys. The plan of consolidation is also in accord with the view now generally maintained by the members of the Board, that it is desirous to have in each Grammar School Building but two separate departments, a Grammar and a Primary.

Although the amount is not large, the annual saving in teachers' salaries which has been effected by consolidations made during the year 1884, is shown by the following table :

	Fem. Dept. 23.	Male Dept. 24.	Male Dept. 31.
Principal.....	\$1,900	\$2,500	\$2,250
Special Music. ....	100	100	100
"    Drawing....	265	265	265
"    German.....	200	200	....
Additional.....	1,200	500	....
Total.....	\$3,665	\$3,565	\$2,615
Grand Total.....	....	....	\$9,845

## EVENING SCHOOLS.

Not only the justification of but the necessity for the existence of the Evening Schools is emphasized by the increased attendance upon these schools during the past year. Their organization has been continued unchanged, experience having shown its adaptation to the wants of those for whom the schools are especially provided. During the past term there were enrolled 20,567 pupils, and the average nightly attendance in all the schools was 8,004. The organization provides schools for both juniors and seniors. Children between the ages of 13 and 18 years may avail themselves of a graded course in the schools for juniors, and persons of 16 years of age or over, may be admitted to the schools for seniors. In each of these grades are taught Reading (including Spelling and Definitions), Arithmetic, Penmanship, Bookkeeping, and Composition.

The very large number of children of the school age and of adults, who are unfamiliar with English, because of foreign birth or parentage, necessitates the maintenance of classes for their especial teaching in the matter of language, and in these classes there is no distinction between senior and junior pupils. It is a noteworthy fact, that over 30 per cent. of the average attendance in the Evening Schools appeared in these classes of foreigners studying our own language. This is one of the most beneficial phases of our public school system, and has a direct tendency not only to cause but to hasten that race assimilation, which is an absolute necessity for the maintenance of order and progress in a community where the chief cause of increase in population is the emigration from foreign countries. Another striking fact, with regard to these schools is this, that more than 22 per cent of the average number of those in attendance upon the Evening Schools,

are over 22 years of age. When so large a proportion of those in attendance upon these schools, and seeking education at the public expense, are of an age which either now entitles them, or will soon entitle them, to the exercise of the elective franchise, it is necessary that nothing should be left undone to accord them as full a share of the advantages of public education as can possibly be given to such as find it impracticable, because of the necessities of their particular cases, to attend upon the regular daily sessions of our schools. The increase of the average attendance in these schools over that of 1882-3, was 151. The reports of the several inspections, and of the examinations which have been regularly made, show that the instruction and discipline have in no respect fallen in point of excellence.

#### THE EVENING HIGH SCHOOL.

As it has been found necessary to supplement the Day School by the Colleges, so it was deemed wise to supplement the Evening Schools by the Evening High School, where a more advanced course of study may be pursued by those who desire it, and where proper facilities for the acquirement of an education somewhat better than elementary are provided. A large number of men receive the benefits of this institution who could not probably be reached by any other means within the control of this Board. The students are engaged during the day in various laborious occupations, and most of them have learned by experience the importance and value of a fair education. The attendance is almost entirely voluntary, and the school is composed of those who are earnestly seeking instruction, and who are willing to make the necessary sacrifice of time and personal ease to prepare themselves for the performance of the duties of their several callings more intel-

ligently, more skillfully, and more thoroughly with the view of their advancement in the world.

The report of the Principal of the Evening High School sets out fully the work which has been accomplished by this institution, and its general purpose. It in nowise purports to give nor does it give an advanced education, as is seen from an examination of its curriculum, and, with the exception of Latin, its course of study contains no item which could, under any circumstances, be dispensed with. All the other studies are such as it is indispensable to teach in any institution of secondary education, and are all of immediate practical value. The classes in Bookkeeping, Arithmetic, Penmanship, Drawing, Stenography, the Modern Languages, and English Grammar, are by far the largest, and practically comprise the bulk of the work of the school.

The school term commences on the first Monday evening in October, and continues 120 evenings, exclusive of holidays. The number admitted to the school during the past year was 1,822, while the average attendance for the term was 1,007. There were 148 students who entitled themselves by attendance and progress in their work to certificates of graduation, and there were 53 students who received diplomas in recognition of the completion of a satisfactory course of three years.

#### COMPULSORY EDUCATION.

As the State has need of educated citizens, and in view of that fact makes provision for their education free of all cost, except such as is imposed in the general tax levy, it is contended that to make primary education a legal obligation is just as much within the power of the law as it is to establish a national guard or to provide for the taking of property by

eminent domain. If the reason afforded by public utility and necessity is sufficient to justify the Legislature in taking one's property, the utility and necessity of public education are certainly sufficient to justify a procedure which is far less objectionable than the violation of the principle of property, that is to demand that every child shall be sufficiently educated to become a good citizen. Parents, consequently, have not the right to choose between education and ignorance. They may, of course, choose the schools to which their children shall be sent, but the law does not permit them to allow their children to continue in ignorance.

The right to compel parents to educate their children is a necessary complement of the duty of the State to provide education for those who desire it. "The State has the same right to compel the ignorant to learn that it has to compel the penurious to pay for that learning." In order to perform its duty consistently with these principles, and pursuant to the Act of the Legislature of May 11, 1874, entitled an Act to secure to the children the benefits of elementary education, and of its amendments, this Board has made provisions, arrangements, rules, and regulations concerning habitual truancy in the City of New York. The children here between the ages of 8 and 14 years who may be found wandering about the streets and public places of the city during school hours, having no lawful occupation, and growing up in ignorance, are compelled to attend the sessions of our schools by the Agents of Truancy. The Principal of every school is required to keep a register of all children between the ages of eight and fourteen years who have been reported to the Agents of Truancy for the violation of the law, and whenever a Truant Agent brings to the school any child between these ages who is not registered as a pupil, it is the duty of the Principal to enter his or her name upon the register, and all the facts relating to such

child as may have been communicated by the Agent of Truancy. These agents not only apprehend all truants, devoting their whole time to the duties of their office, but certain of them are designated by this Board, in the months of September and February of each year, and at such other times as it is necessary, to make an examination into the situation of children employed in manufacturing and other establishments in violation of the laws of 1874 and 1876.

The Board now has in its employ twelve Agents of Truancy, whose entire time is devoted to this work, and who are in receipt of an annual salary of \$1,250 each. During the past year the agents have returned to school 2,247 truants and have placed in school 782 non-attendants. This Board, through the agency of the truant officers has, during the past year, made a school census of the Fifth, Sixth and Eighth Wards, which sets out the full details of the character of the school population of those Wards with reference to age, color, nativity, and nativity of the parents of all children between the ages of five and fourteen years, and which, so far as details of attendance and non-attendance are concerned, may be summarized as follows :

	Total School Population.	No. Attending Public Schools.	No. Attending Parochial Schools.	No. Attending Private Schools.	Whole No. who Attend School.	No. Not Attend- ing School.
First Ward.....	2,534	1,766	384	2	2,152	382
Sixth Ward.....	3,342	2,532	402	26	2,960	382
Eighth Ward.....	5,224	3,480	886	49	4,415	809
	11,100	7,778	1,672	77	9,527	1,573



This census is being perfected, and by its means it will be possible to learn exactly the extent to which parents fail to avail themselves of our Public Schools and disregard the provisions of the law. The failure to send their children to the schools is confined almost entirely to the cases of very poor or illiterate immigrants, and of the vagrant and criminal classes. Those who are themselves sufficiently educated to know the value of our schools, as well as those who have themselves profited by them, almost invariably compel the attendance of their children for a sufficient length of time to give them a fair educational start at least, and it is believed that the system itself will ultimately render any attempt at compulsory education unnecessary. The people of this city are so generally persuaded that voluntary ignorance is a cause of shame and danger, and that the compelling by any parent of his or her child to remain in ignorance is a crime both against the child and against society, that the power of public opinion is itself to-day almost sufficient to render a compulsory law unnecessary in this community. It is because of this that with so large a school population it is possible to comply practically with the terms and requirements of the law, by so small a body of Truant Agents as the Board now finds it requisite to employ.

The insufficiency of school-room is itself, in large measure, the cause of the non-attendance of the greater portion of those of our children who are not to be found upon the public school registers. To endeavor to increase the efficiency of our Truant Agents, and to enlarge in any way, the system for the more exact observance of the law for compulsory education, is not only useless but absolutely harmful, so long as the Board is left without the means to provide the requisite accommodations for those children who really desire to attend the schools. Until it is possible to say that not only for every child who

desires to go to school sufficient room and facilities are afforded, but that for every child who shall be compelled to go the proper school-room is at the disposal of the Board, it is in the last degree illogical for the Board to make any further expenditure of either energy or money than it at present does in the effort to compel the attendance of delinquent scholars.

#### ATTENDANCE.

The statistics of attendance are set out fully in the Annual Report of the City Superintendent, and may be summarized as follows :

There were during the past year in attendance in the Primary Grades 91,249 pupils, distributed as follows :

6th grade, 25,381 ; 5th grade, 15,177 ; 4th grade, 14,246 ; 3d grade, 13,447 ; 2d grade, 12,525 ; 1st grade, 10,443.

The total number registered in the Grammar Grades was 50,559, distributed as follows :

8th grade, 11,481 ; 7th grade, 9,693 ; 6th grade, 7,615 ; 5th grade, 6,459 ; 4th grade, 5,165 ; 3d grade, 4,175 ; 2d grade, 3,241 ; 1st, 2,730.

Of the whole number of Primary scholars, 46,682 were boys, and 44,566 girls ; while in the Grammar Departments there were 25,521 boys and 25,038 girls.

The attendance of the Primary Departments is thus shown to be very much larger than that of the Grammar Departments. Throughout the entire course it is seen that there is a gradual decrease in attendance from the beginning to the end, the attendance in the 6th Primary being 25,381, which is twice as large as that in any other grade in the course, excepting only the 5th and 6th Primary, which are also very much below

this figure. It is also noticeable that the lowest Primary grade has about half as many scholars as the entire eight Grammar grades. In the Primary Departments the attendance falls off three-fifths between the 6th and 1st grades, and decreasing attendance in the more advanced grades is illustrated by the fact that from the year 1883 to 1884 the gradual decrease from one to another of the four highest grammar grades was as follows :

From the 5th to the 4th.....	13.6 per cent.
“ “ 4th “ “ 3d .....	17.2 “
“ “ 3d “ “ 2d .....	16.9 “
“ “ 2d “ “ 1st .....	7.7 “

Taking the fifth grade as just below the middle of the grammar course, it may be remarked that 54.5 per cent. of all fifth-grade pupils complete the entire course, and the remainder either end their studies at that grade or stop somewhere short of the first grade. About 24 per cent. of those who enter the Grammar Schools complete the entire course.

The average ages of the pupils at the beginning and ending of the Primary and Grammar courses are as follows :

	Yrs.	Mos.
At beginning of 6th grade Primary.....	6	2
“ end “ 1st “ “ .....	10	5
“ beginning “ 8th “ Grammar.....	10	7
“ end “ 1st “ “ .....	14	8

The average age of pupils at time of leaving school is 11 years and 3 months. It should not be inferred from this that this is the age at which children end their schooling, for at least one thousand continue their studies in the colleges, and many

who leave at an earlier age are sent to private or parochial schools. These figures show what children our school system reaches, and among those of which age its influence is most felt. The peculiar importance of the Primary grade is thus fully brought out, and it is a source of regret that so large a number of pupils leave the schools at so early an age, as, judging from the foregoing facts, it appears that they are compelled to do.

#### TEACHERS.

The Board has established a most thorough mode of determining by examination the qualifications of those who are applicants for appointment to positions in the Common Schools. Our school system is exempted from the operation of the general civil service law of the city, because not only of the necessity of special and peculiar examinations to be conducted under the control of the Board itself, and by qualified experts in teaching, but because a well perfected system for the accomplishment of this work already exists and is working most satisfactorily.

The amount appropriated during the year 1884 for the payment of teachers' salaries was \$2,528,361.38, or an average to the 3,527 teachers (excluding those of the Corporate Schools and special teachers) of \$800 to female teachers in Male Departments, \$725 to teachers in Female Departments, \$600 to teachers in Primary Departments, and \$1,500 to Male Assistant teachers, per annum. The entire number of teachers, exclusive of special teachers, employed during the past year was 3,748, distributed as follows:

SCHOOLS.	Number of Teachers.	Average Attendance.	Pupils to each Assistant Teacher.	
			1884.	1883.
Normal College.....	38	1,454	39	37
Training Department .....	27	1,114	42	41
Male Grammar .....	663	23,663	38	38
Female Grammar.....	665	22,635	37	36
Mixed Grammar.....	133	4,208	35	35
Primary Department.....	1,226	58,353	51	51
Primary Schools.....	463	19,977	47	47
Evening Schools.....	312	8,004	28	26
Corporate Schools .....	221	9,864	57	60
Total.....	3,748	149,272	43	43

Although in individual cases teachers may be overpaid, it is the belief of this Board that, taking the staff as a whole, they are paid no more than they are fairly entitled to in view of the character of the service which they render: No faculty is rarer than that of making one's self listened to, loved, obeyed and understood, and these are essential qualifications of a teacher, to which it is necessary that there should moreover be added, courage, patience and peculiar aptitude. The majority of the young men who become teachers in our system, do so provisionally. With the young women, however, it is exactly the opposite. As a rule, they become teachers with a view of devoting their life to the work, or, at least, until such time as they shall marry. There are few employments in which one is called upon to waste his forces and powers so prodigally as in that of teaching, and this is peculiarly true of the work of

the primary teachers who are the most poorly paid of any in our system. The women uniformly receive lower salaries than the men. There are many instances in which the Board would, were the means at its disposal, feel that it was doing no more than justice in increasing the pay of certain of these ladies.

#### COLLEGE OF THE CITY OF NEW YORK.

In his annual message of January, 1884, to the Board of Aldermen, the then Mayor, the Hon. Franklin Edson, stating the cost of the Normal and the City College for the five years preceding that date, and comparing these figures with the aggregate of our deficiencies of allowances for building purposes during the same period, asked whether our educational system would not be bettered by a saving to be effected upon the cost of higher education, and to be applied to the work of the more primary departments of the common school system. It is not only the policy of the law to complement our common schools with the Colleges which are now within the jurisdiction of this Board, but the duty has been specifically imposed upon this Board for their maintenance, and it is doubtful whether, in view of the policy of the State, which has assumed the form of legislative enactment, any discussion of the system of free collegiate education, can at this time be productive of good. The matter was, however, discussed by the President of this Board in his capacity of Chairman of the Board of Trustees of the College of the City of New York, in his annual address for the past year, wherein he took occasion to say, and in saying which he reflected the sentiment of this Board, that "if the State is to undertake education at all, it must do it in a self-dependent manner, and not omit an essential factor. The quality of the work done in

the higher branches will be the same as that done in the lower. Where the former fails, the latter languishes. The two parts though utterly diverse in purpose and subject, are interdependent, and the superior will, in time, determine the tone and character of the whole. \* \* \* \* \* 'No system of public education,' says Huxley, 'is worthy the name of national unless it creates a great educational ladder with one end in the gutter and the other in the university. Independent of the question as to who should enter and enjoy a system of instruction at the public expense, or upon what terms, it is plain that the system should be harmonious and complete, having the means within itself for its perpetuation and support.'"

During the past year, the entire amount appropriated to and spent for the purposes of the College was \$135,000.

The following tables show the number and classifications of the students in the several departments, during the year ending June 26, 1884 :

#### 1—*Department of Arts.*

Classes.	
Freshman.....	69
Sophomore.....	38
Junior.....	25
Senior.....	28
Sub-Freshman and Preparatory.....	142
Total .....	302

#### 2—*Department of Sciences.*

Classes.	
Freshman.....	93
Sophomore.....	37

Junior .....	24
Senior....	16
Sub-Freshman and Preparatory.....	252
	<hr/>
Total .....	422
Grand total.....	724
In the course of one year—Commercial	225
	<hr/>
	949

all of whom were residents of the City of New York.

Of the 1,013 applicants for admission at the examination which took place on the 29th day of June for the year next following, 672 were admitted on probation to the Sub-Freshman Class. The number graduated by the Faculty was 44. It is requisite for admission to the Sub-Freshman Class that the applicant should not be under 14 years of age, should be a resident of this city, and should pass a satisfactory examination in Writing, Spelling, the English Language, Arithmetic, Geography, History of the United States, and the elements of Industrial drawing. The courses of study are a Classical and Scientific course, each extending over a period of five years; a Mechanical Course, extending over a period of three years, and a post-graduate course of Civil Engineering, extending through two years. Students who wish to prepare themselves for mercantile business are permitted to substitute the study of commercial products for mechanical instruction and practice in the workshop. During the past year, the work of the practical laboratory and workshop has materially increased, and has proved eminently successful. The following extract from the 36th Annual Register of the College will explain fully the place at present occupied by this Department, and the object sought to be attained by it.



"Connected with the College is a workshop in which instruction is given in the elements of mechanical manipulation. The course of workshop instruction is over three years. In the first year the use of wood-working tools is taught. The student learns to fashion wood exactly to any required form and dimensions, to make joints of all kinds, to veneer, finish and polish. In the second year the metal-working tools are used. The arts of forging, chipping, filing, soldering, finishing and lacquering iron and brass are learned, and the use of the lathe in turning wood and metals is commenced. In the third year the working of metals is carried further, and the use of the slide-rest and engine lathe in the making of screws, gear-wheels and other parts of machinery is learned.

"The object of the entire course is to furnish the student with such manual skill and such a general knowledge of the tools and methods of working in the arts in which wood and metal are employed as will give him an intelligent comprehension of any mechanical operation or device, and enable him, with proper study and practice, to master any handicraft or mechanical profession to which his attention may be directed in after life.

"The instruction in the mechanic arts is given either in the College course or in a special mechanical course of three years. In the first case the student takes the workshop instruction and practice after college hours, and in addition to his college studies. In the second he follows a shortened course designed for those who are unable to take the full College course, and his time, for the three years, is about equally divided between academic studies on the one hand and drawing and workshop practice on the other. The superior training in mathematics and literature obtained in the College course makes the first plan decidedly preferable for all who can pursue it. At the same time it has been found, by experience, that the student,

unless he is burdened with other work outside the college, is not in general overtasked by the workshop instruction, since it imposes upon him no work to be done at home, and actually serves as recreation and exercise.

"The workshops are three in number. The first, for wood-working, has an area of 1,300 square feet, and contains 15 double benches, with closets and tools for a class of thirty. The second, for forge and vise work, has an area of 820 square feet, and contains six Buffalo forges, 20 anvils and two long benches with 15 vises, and an assortment of forge and vise tools, and affords accommodation for a class of from 15 to 30 students. The third, for lathe work, has an area of 720 square feet, and contains three grindstones, 26 lathes for wood and metal working, and it is intended to add to it four engine lathes. The shops are illuminated by electric lamps, and the lathes and grindstones, as well as the dynamos which supply the light, are driven by a steam engine."

It may be said of our College that even admitting the contention of its opponents that it is outside the proper limitations of a free educational system so far as the making of citizens is concerned, it certainly is not so, so far as regards the making of teachers. The organization of the laboratory and workshop is now such, that the College is in all regards a normal training school from which, at any time, the city can draft such reinforcements for its staff of male teachers as may be required by the necessities of the system. If at any time hereafter the Board should determine to incorporate the system of elementary Industrial Training into its general plan it would, were it not for the institution in the City College of a practical laboratory and workshop, find it difficult in the last degree to obtain a proper and competent staff of teachers. It is expected that the College, as at present organized, will serve

to educate those of its graduates, who shall hereafter make teaching a profession, so thoroughly and completely that whether industrial elementary education be or be not incorporated into our system, the teachers shall be fully competent to perform any duties which may be imposed upon them, not only, but shall thoroughly understand the educational value of industrial pursuits and methods.

#### NORMAL COLLEGE.

Of the staff of 3,603 teachers, including special teachers and excluding the corporate schools, who are now in the employ of the Board, 478 are male, and 3,125 female. Realizing the fact that to make perfect teachers is to perfect the entire school system, the Board, availing itself of its powers under the law, in 1870 established the Normal College with the object in view of educating a staff of teachers which would compare favorably with that of any other city, and which would, at all times, be thoroughly abreast of the most advanced pedagogic methods. The Normal College has, from year to year grown in efficiency, and has, since its establishment in 1870, graduated 2,957 young women into the profession of teachers. Of this number more than one-half are at present in the employment of this Board, rendering excellent work in our common schools, and thus paying back to the city much more than the cost of their education. The improvement in the staff of teachers over that employed in 1870 is very marked, and, it is believed, is mainly attributable to the work of the Normal College.

During the past year the number of students graduated was 245, being an increase of six over that of the year 1883. The average attendance for 1884 was 1,454, being an increase of 70 over that of 1883. In spite of the efforts of this Board to

reduce the attendance, first by abolishing the winter examination for admission, and then by establishing a fourth year's course of study, the attendance continues to increase. Exclusive of the President and Lady Superintendent, there is now in the College a staff of 36 instructors whose classes average over 40 scholars each, which presupposes for the greater portion of the year, classes ranging from 45 to 50 students in each recitation room. This number is too large, and will be reduced as soon as the Board is enabled to determine upon the best means of doing so. The whole number admitted into the College from the common schools was 558, and from private schools but five. There were in June last 1,066 candidates for admission, 791 of whom passed successful examinations, having received the required average of 75 per cent. It being impossible, however, to admit so many because of the want of room, the Committee on the College determined to receive but 558 in the order of merit, rejecting all who fell below an average of 81 per cent. The number of admissions, although appreciably smaller than the number of those who had passed their examinations, was nevertheless so large as to uncomfortably crowd the building, and while the denial of admission to so many was a painful duty to this Board, it was nevertheless, necessitated by the physical limitations of the College building. It may be possible hereafter to continue raising the standard of admission in order to prevent over-crowding, one very beneficial result of which will be that a more careful and perfect selection will be made of the best and most competent of our common school graduates, and bring into competition for occupation as teachers, only the most intelligent and best qualified of our common school graduates.

In the Training Department the whole number of children taught was 1,792, the largest number on the register being 1,331, and the average daily attendance 1,114. The whole

number of pupil teachers in attendance was 504, and the average number per week 84. The number of children in the Kindergarten Class at the end of the year was thirty-four.

#### COLORED SCHOOLS.

After an existence of over ninety-seven years, the colored schools of this city, as a distinct and peculiar feature of our system, have at length been disestablished. They were founded by the Manumission Society, and were conveyed to the late Public School Society in 1834, and by the latter conveyed to this Board at the time of the consolidation in 1853. By amendment of the By-Laws of this Board, they were, after a long debate, abolished, as of the date of September 1, 1833. The By-Laws were subsequently amended, however, so as to continue them until September 1, 1884. In the meantime, an appeal having been made by the colored citizens to the Legislature, an act was passed on the 5th of May, 1884, which superseded the By-Laws of this Board, and by which, instead of the abolition of these schools, they were transferred to the Trustees of the Wards in which they were located, No. 3 being located in the Twenty-second Ward, and No. 4 in the Sixteenth Ward. The leading provision of this bill is as follows :

“The Colored Schools in the City of New York, now existing and in operation, shall hereafter be classed and known and be continued as Ward Schools and Primaries, with their present teachers, unless such teachers are removed as provided by law, and such schools shall be under the control and management of the school officers of the respective wards in which they are located, in the same manner and to the same extent as other ward schools, and shall be open for the education of pupils for whom admission is sought, without regard to race or color.”

The two schools now used exclusively by colored children were thereupon renumbered, Colored Schools Nos. 3 and 4 being designated as Grammar Schools Nos. 80 and 81 respectively, and are now subject to the government of this Board, and to the Boards of Trustees of their wards in exactly the same manner as the other Common Schools of the city. The causes which led to the establishment of colored schools having ceased to exist, except as a matter of history, all legislation with reference to the establishment and maintenance of such schools has thus at last been repealed, and the color line has finally and happily disappeared from our schools, except so far as it may be said to remain in the case of the two schools referred to. The colored children who are in attendance upon Nos. 80 and 81 are but a small minority of the whole number of colored children who avail themselves of our system and attend the schools throughout the city in common with whites, between whom and the colored children no distinction whatever is made; and in the opinion of this Board it will be to the advantage of the system, and of the colored scholars themselves, to assimilate Nos. 80 and 81, in practice as well as in theory, to the other Grammar Schools, at the earliest practicable date.

The absorption of the colored children by the public schools through the voluntary choice of their parents, is shown by the fact that according to the last report in answer to the inquiry of the City Superintendent, two years previous to the Act of the Legislature, there were over eight hundred colored pupils in the Grammar Schools. It was the advance movement of the impending change.

#### NAUTICAL SCHOOL

It is not deemed necessary here to make any detailed reference to the condition of this school. A full report of the

work which has been accomplished by it during the past year will be found in the Appendix.

#### STATE SCHOOL TAX.

Prior to the rendering of this report, in his annual message for the year 1885, but referring to the State School Tax for the year 1884, the Mayor, Hon. W. R. Grace, made the following statement which this Board feels itself justified, in reinforcing so far as lies in its power :

“ While the expense of maintaining our own school system is increasing from year to year, we are annually being called upon to pay a disproportionate amount of the State School Tax. For 1884 New York City's quota of that tax was \$1,410,988.73, or 45.5 per cent. of the common school tax for the whole State, amounting to \$3,099,165.66. The amount received back from the State Comptroller, as our proportion, was only \$625,408.79, leaving a balance of \$785,579.94, or more than 25 per cent. of the whole school tax paid by the City of New York, for the support of the common schools of the rest of the State. We are thus paying over twice as much as we should for State taxes for school purposes, this fact being another illustration of the unfair extent to which the city is compelled to maintain the expenses of the State.”

That such should be the case appears to us to be in the highest degree unjustifiable and wrong. Were the city to receive back from the State an amount equivalent to its contribution for the purposes of education within the State, and in view of its school population it is certainly entitled to that much if not to more, it would, as stated in the above extract from the Mayor's message, have received \$785,579.94 more than it actually did, or an amount amply sufficient to have built the new school buildings, and to have paid for the em-

ployment of the teachers required by new schools which are now in demand. If the city, in addition to maintaining its own very expensive system, is to be compelled from year to year to pay nearly one-half of the cost of the entire system of the State, of which its own is but a part, it is apparent that the difficulty of maintaining its own system must continuously increase from year to year, and we feel called upon to say emphatically in the name of this city, whose trustees we are, that a change should be made by the Legislature in the system of taxation for State school purposes as it now prevails.

#### SANITATION.

Great care has been taken during the past year to make the sanitary condition of all the school buildings as nearly perfect as is possible compatible with the means at the disposal of the Board. Many improvements have been made, and the Board has now secured the services of an able and experienced sanitary engineer, who, it is expected, will hereafter perform the duties heretofore performed by the engineer of the Board, and in addition thereto will generally supervise the sanitary condition of all the school buildings. The Board recognizes the absolute necessity on its part of maintaining the schools at all times in such a condition that the health of the scholars cannot be impaired, but this is rendered peculiarly difficult because of the overcrowding which is necessitated in some Wards because of the insufficiency of school room, which has heretofore been alluded to.

#### SUPPLIES.

In order that the schools may be in all respects entirely free, the Board supplies gratuitously all the school books and



stationery which are required by the scholars during the common school course.

This is an increasingly large item in the list of appropriations, and in the year 1884 was \$148,968.42, distributed mainly over the following items :

Ward Schools.....	\$128,506 86
Normal College ....	4,847 83
Evening Schools.....	5,477 73
Trustees.....	770 62
Officers of the Board.....	814 15
Janitors.....	8,379 30
Nautical School ..	171 93

This shows the cost per capita for supplies to be less than \$1.07, which is a striking evidence not only of the economy of the supply system of the Board, but of the economy in the use of supplies by the schools.

#### SCHOOL TRUSTEES.

Subordinate to this Board there are twenty-four Boards of School Trustees, consisting each of five members, whose term of office is five years, one member of each Board going out of office annually, the vacancy thus created being filled by appointments made by the Board of Education. The primary responsibility of the condition of the management of the schools in the several Wards rests upon these Boards of Trustees, who have immediate management and control of all school property, and who appoint all teachers not principals, and who apportion the moneys appropriated to their several wards among the schools in such wards, and among the teachers in each school. It may be said that the administrative character of the system depends more largely upon the character of the Boards of Trustees than

upon any other single fact. In order that the men most thoroughly qualified, most perfectly acquainted with the system, and most likely to devote their time and attention to the work required by these offices should be obtained for service of School Trustees, this Board has spared no pains and has left nothing undone to secure the appointment of the fittest persons whom they can find able and willing to perform the very responsible duties of these positions. We feel justified in claiming for the several Boards of Trustees in this city the highest confidence of the people of their several wards, and feel called upon to acknowledge the eminent value of their service, and the most excellent help which they have continuously rendered to this Board in the performance of its duties and in the perfection of the details of the school system.

#### STATISTICAL

The following schedules contain the usual statistical information :

##### I.—WHOLE NUMBER OF SCHOOLS.

Normal College and Training Department.....	2
Grammar Schools for Males.....	48
“ “ “ Females.....	43
“ “ “ both sexes (mixed).....	13
Primary Departments of Grammar Schools.....	75
Primary Schools.....	45
Evening Schools.....	28
Nautical School.....	1
	<hr/>
	260
Corporate Schools (Industrial Schools, Reformatories, Orphan Asylums, etc.).....	48
	<hr/>
Total .....	308
	<hr/>

## II.—SCHOOLS FROM WHICH REPORTS HAVE BEEN MADE.

All the schools above named have, in accordance with the accustomed rule, presented reports to the Board of Education within the time limited.

The following Corporate and Asylum Schools have also reported :

1. The New York Orphan Asylum School.—Act passed 3d July, 1851 (N. Y. City Consolidation Act of 1882) ; page 42, of Manual Board of Education.
2. The Roman Catholic Orphan Asylum School.—Act passed 3d July, 1851 (N. Y. City Consolidation Act of 1882) ; page 42, of Manual Board of Education.
3. The Schools of the two Half-Orphan Asylums.—Act passed 3d July, 1851 (N. Y. City Consolidation Act of 1882) ; page 43, of Manual Board of Education.
4. The Schools of the Society for the Reformation of Juvenile Delinquents.—Amended Act of 3d July, 1851 (N. Y. City Consolidation Act of 1882) ; page 43, of Manual Board of Education.
5. The Schools of the Leake and Watts Orphan House.—Act passed 3d July, 1851 (N. Y. City Consolidation Act of 1882) ; page 43, of Manual Board of Education.
6. The School of the Association for the Benefit of Colored Orphans.—Amended Act of 3d July, 1851 (N. Y. City Consolidation Act of 1882) ; page 43, of Manual Board of Education.
7. The Schools of the American Female Guardian Society.—Act passed 3d July, 1851 (N. Y. City Consolidation Act of 1882) ; page 43, of Manual Board of Education.

8. The School established and maintained by the New York Juvenile Asylum.—Act passed June 30, 1851; as amended by Chap. 332, Laws of 1851 (N. Y. City Consolidation Act of 1882); page 43, of Manual Board of Education.
9. The House of Reception for Juvenile Asylum.—Act passed 30th of June, 1851; as amended by Chap. 332, Laws 1851.
10. The School established and maintained by the Ladies' Home Missionary Society of the Methodist Episcopal Church. Chap. 405, Laws of 1855 (N. Y. City Consolidation Act of 1882); page 41, of Manual Board of Education.
11. The School established and maintained by the Five Points House of Industry.—Chap. 405, Laws of 1855 (N. Y. City Consolidation Act of 1882); page 41, of Manual Board of Education.
12. The Industrial Schools established and maintained under the charge of the Children's Aid Society.—Chap. 258, Laws of 1863 (N. Y. City Consolidation Act of 1882); page 41, of Manual Board of Education.
13. The School established and maintained by the New York Society for the Relief of the Ruptured and Crippled.—Chap. 835, Sec. 3, of Laws of 1872 (N. Y. City Consolidation Act of 1882); page 46, Manual Board of Education.
14. Nursery and Child's Hospital.—Act passed April 17, 1866, (N. Y. City Consolidation Act of 1882), page 43, Manual Board of Education.
15. Hebrew Benevolent and Orphan Asylum Society.—Act passed April 21, 1874.—Chap. 230, Laws of 1874 (N. Y. City Consolidation Act of 1882); page 46, of Manual Board of Education.

16. Association for Befriending Children and Young Girls.—  
Act passed June 26, 1880.—Chap. 598, Laws of 1880;  
page 58, Manual Board of Education.

III.—The whole amount of money drawn from the Comptroller for the purpose of Public Instruction during the year, the several amounts and sources being distinguished as required by law, as appear by the vouchers sent to him for payment, was..... \$4,132,907 68

Which was obtained from the following sources as reported with the Comptroller in last report:

Balance of Fund for 1880.....	\$28,625 62	
Balance of Fund for 1881.....	46,458 79	
Balance of Fund for 1882.....	36,495 65	
Balance of Fund for 1883.....	43,273 33	
Balance of Special Fund for 1883.	248,099 25	
		<hr/>
		\$402,952 64
Amount apportioned by the Board of Estimate and Ap- portionment for general pur- poses, and for the Corporate Schools, for 1884.....	\$3,681,950 00	
Amount apportioned for Sites New Buildings, etc., 1884..	750,000 00	
Amount derived from the sale of City Bonds by the Comp- troller, as provided by Chap- ter 458 of the laws of 1884..	332,000 00	4,763,950 00
		<hr/>
Total resources for the years named above.....		<hr/> \$5,166,902 64 <hr/>

The objects for which this money was in part expended, are

set forth in the following general statement; for details, see Financial Statement in Schedule No. 7.

*For Account of 1880.*

Erecting building in Norfolk street, extra work ; judgment in favor of contractors, Gibb & O'Reilly .....	\$5,236 73
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*For Account of 1881.*

Incidental repairs, 3d Ward.....	8 10
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*For Account of 1882.*

Salaries, Teachers.....	\$10 38	
Supplies.....	6 50	
Incidental repairs, Wards.....	43 31	
	<hr/>	60 19

*For Account of 1883.*

Erecting new build- ings.....	\$246,206 00	
Erecting new build- ings, extra work	3,663 97	
Inspectors on new buildings.....	1,879 25	
	<hr/>	\$251,749 22
Repairs to buildings, heating appara- tus and furni- ture, by Com- mittees.....	\$6,238 85	
And Special .....	3,715 78	
	<hr/>	9,949 63
Incidental repairs, by Trustees..	5,567 37	
Supplies, through Depository...	204 29	
Rent, incidental expenses of Board of Education, Even-		

ing Schools, Normal College and Shop.....	\$4,470 73	
Salaries, Teachers in Ward Schools, Evening Schools, employees, etc.....	5,545 31	
Total, 1883.....		\$277,486 55

*For Account of 1884.*

Repairs to buildings, furniture, heating apparatus, and new apparatus and furniture, in- cluding pianos, plumbing, etc., special.....	\$265,831 49	
Salaries of Teachers in Ward Schools, Normal College, Evening and Colored Schools City Superintendent and Assistants, Clerk, Officers and Assistant Clerks of the Board, Janitors, Truancy Agents, and wages of Shop..	2,907,515 42	
Supplies, fuel and gas, all Schools	243,224 36	
Incidental expenses of Board of Education, Normal College, Evening and Colored Schools, and of Ward Trustees, in- cluding current repairs.....	48,532 72	
Rents of School Buildings.....	28,927 78	
Nautical School, wages, mater- ials, etc.....	27,027 41	
Corporate School, State appor- tionment.....	100,771 93	
		\$3,621,831 11

Special Fund, new buildings .....	\$79,000 00	
Special Fund, sites purchased.....	148,142 00	
Special Fund, In- spectors of buildings .....	1,143 00	\$228,235 00
		<hr/>
Total payments for account of 1884..	\$3,850,116 11	
		<hr/>
Total payments in 1884.....	\$4,132,907 68	

Leaving available for the liabilities of the years named :

Balance of Fund for 1880... ..	\$23,388 89
Balance of Fund for 1881.....	46,450 69
Balance of Fund for 1882.....	36,435 46
<hr/>	
	\$106,275 04
Balance of Fund for 1883, general purposes..	13,872 03
Balance of Fund, special.....	14 00
<hr/>	
	\$120,161 07
Balance of Fund for 1884, general purposes..	60,118 89
Balance of Fund, special, sites, etc....	521,715 00
Balance of Fund, Bond Acc't.....	332,000 00
<hr/>	
	\$1,033,994 96

Liabilities :

1880, 1881, 1882, none presented.	
1883, Estimated.....	\$1,200 00
1884, General purposes.....	50,618 00
1884, Special Fund Balance of...	521,715 00
1884, Bond Account.....	332,000 00

The balances of the years preceding 1883 may have been withdrawn by the financial authorities.



*Statement showing the number of Scholars taught in the Schools under the jurisdiction of the Board of Education, and the average attendance for the last five years.*

**WHOLE NUMBER TAUGHT.**

SCHOOLS.	1880.	1881.	1882.	1883.	1884.
Grammar Schools and Primary Departments .....	174,575	185,886	193,277	191,868	206,660
Primary Schools .....	45,756	44,709	45,256	43,761	41,431
Colored Schools* .....	1,359	1,317	1,146	1,457	
Evening Schools .....	18,472	16,096	18,814	20,910	20,567
Normal College and Training Department .....	4,530	3,654	3,653	4,197	4,021
Nautical School .....	191	107	98	135	142
Total .....	244,883	251,769	262,244	262,328	272,821
Corporate Schools .....	23,061	24,130	27,673	28,211	25,472
Grand Total .....	267,944	275,899	289,917	290,539	298,293

**AVERAGE ATTENDANCE.**

SCHOOLS.	1880.	1881.	1882.	1883.	1884.
Grammar Schools and Primary Departments .....	91,122	95,089	98,004	101,148	108,859
Primary Schools .....	21,505	20,904	21,022	21,231	19,977
Colored Schools* .....	571	551	501	443	
Evening Schools .....	7,676	6,158	6,855	7,853	8,004
Normal College and Training Department .....	2,529	2,076	2,159	2,447	2,568
Nautical School .....	105	107	98	76	142
Total .....	123,508	124,885	128,639	133,198	139,550
Corporate Schools .....	9,588	9,675	9,690	9,979	9,864
Grand Total .....	133,096	134,560	138,329	143,177	149,414

\*Organized as Ward Schools May 5, 1884.

**NUMBER AND COST OF TEACHERS EMPLOYED IN THE PUBLIC SCHOOLS.**

- 58 Male Principals in Grammar Schools.
  - 164 Male Vice-Principals and Assistants in Grammar Schools.
  - 574 Female Assistants in Male Grammar Schools.
  - 47 Female Principals in Female Grammar Schools.
  - 618 Female Vice-Principals and Assistants in Female Grammar Schools.
  - 113 Female Principals in Primary Schools and Departments.
  - 1576 Female Vice-Principals and Assistants in Primary Schools and Departments.
  - 16 Male Principals in Male Evening Ward Schools.
  - 169 Male Assistants in Male Evening Ward Schools.
  - 11 Female Principals in Female Evening Ward Schools.
  - 89 Female Assistants in Female Evening Ward Schools.
  - 76 Teachers of Special Subjects, Music, Drawing, French and German Languages.
  - 7 Male Instructors, consisting of a President and 6 Professors, in the Normal College.
  - 31 Female Teachers, consisting of Lady Superintendent and 30 Female Assistant Teachers, in the Normal College.
  - 27 Female Teachers in the Training Department of the Normal College.
  - 27 Teachers, consisting of 1 Male Principal and 26 Male Assistants, in the Evening High School.
  - 221 Teachers in Corporate Schools.
- 
- 3,824 Total Teachers employed.

And the cost of these several classes of Teachers, by annual salaries, is as follows :

For Male Departments of Grammar Schools...	\$832,400 00
For Female Departments of Grammar Schools.	517,900 00
For Primary Departments and Primary Schools.	1,106,518 36

For Special Teachers .....	\$68,284 41
For Male and Female Departments of Evening Ward Schools and Evening High School..	80,341 64
For President and Professors of the Female Normal College, and Principal and Assist- ants of the Training Department.....	94,760 21

In Colored Schools, up to the time they became Ward Schools, by Act of the Legislature, in May, 1884, there were :

- 1 Male Principal,
- 2 Female Principals,
- 17 Female Assistants,

And the cost was..... \$6,638 62

**STATISTICAL SCHOOL TAX.**

The following table shows the total amount of State School Tax levied for each State fiscal year during the past thirty years, including 1884; the amount of State School Tax paid by the City and County of New York; the amount of State School Tax apportioned to the City and County of New York; the amount of the State School Fund; paid to the City and County of New York; and the total amount received from the State for the Common Schools of the City and County of New York.

Year commencing October 1—State Fiscal Year.	Aggregate State Tax for Schools of the State.	Amount of State School Tax paid by the City of New York.	Amount of State School Tax apportioned to the County of New York.	Amount received by the County of New York from the "State School Fund."	Total amount received from the State for the Common Schools in the County of New York.
1855.....	\$800,000 00	\$271,639 40	\$85,648 06	\$50,874 35	\$146,522 41
1856.....	1,072,362 83	383,805 37	152,345 06	60,544 49	212,889 55
1857.....	1,073,768 97	390,408 96	160,069 75	54,608 90	214,678 65
1858.....	1,052,853 75	398,416 98	153,582 95	53,750 00	207,332 95
1859.....	1,053,873 04	399,677 61	154,331 27	53,659 08	207,990 35
1860.....	1,084,473 15	412,559 00	159,109 91	53,659 08	212,768 99
1861.....	1,081,325 57	428,309 10	184,375 13	60,765 21	245,140 34
1862.....	1,080,802 72	412,218 23	195,651 15	54,965 84	250,616 99
1863.....	1,090,841 11	401,132 71	197,138 06	55,127 48	252,265 54
1864.....	1,125,749 90	432,000 12	205,304 13	55,592 09	260,896 22
1865.....	1,163,159 76	466,946 28	190,425 58	51,854 76	242,280 34
1866.....	1,148,422 22	455,088 27	194,186 65	53,254 93	247,441 58
1867.....	2,080,134 65	891,735 08	348,707 75	46,107 05	394,814 80
1868.....	2,207,611 42	997,758 14	374,637 64	47,579 28	422,216 92
1869.....	2,325,150 96	1,089,889 16	377,879 76	50,167 86	428,047 62
1870.....	2,458,751 48	1,160,354 33	393,312 54	49,935 02	443,247 56
1871.....	2,565,672 37	1,269,156 70	453,130 00	54,473 87	507,602 87
1872.....	2,610,784 31	1,301,567 04	457,364 94	54,196 98	511,561 92
1873.....	2,662,032 98	1,380,122 61	487,505 77	55,900 37	543,406 14
1874.....	2,711,634 84	1,382,445 86	498,374 01	56,817 98	554,191 99
1875.....	2,959,725 13	1,506,914 48	530,350 61	54,303 97	584,654 58
1876.....	3,832,834 09	1,503,983 85	543,926 75	52,704 43	596,631 18
1877.....	3,100,207 86	1,388,465 07	574,793 19	52,890 61	627,683 80
1878.....	2,927,326 72	1,382,155 92	536,279 88	52,287 33	588,567 21
1879.....	2,917,147 10	1,354,103 44	539,243 78	52,445 76	591,689 54
1880.....	2,862,088 12	1,322,993 97	540,949 97	52,233 01	593,182 98
1881.....	3,056,633 67	1,431,136 40	563,138 39	54,886 98	624,025 37
1882.....	3,062,050 82	1,444,055 37	572,028 33	35,271 44	624,066 13
1883.....	3,099,165 66	1,410,988 73	574,029 09	116,766 36	625,408 79
1884.....	3,180,393 90	1,467,079 63	573,656 96	35,413 34	624,997 66
Totals	\$63,436,979 10	\$98,536,107 81	\$10,987,477 06	\$1,500,943 01	\$19,536,500 07

*Statement of the Cost in each Department of the School System for  
the year 1884.*

*Male Departments of Grammar Schools.*

Number of Teachers.	Amount.
58 Male Principals were paid for salaries. ....	\$159,000 00
24 Male Vice-Principals were paid for salaries. ....	47,400 00
140 Male Assistants were paid for salaries. ...	206,000 00
574 Female Assistants were paid for salaries..	420,000 00
Total .....	<hr/> \$832,400 00

*Female Departments of Grammar Schools.*

47 Female Principals were paid for salaries..	\$84,100 00
29 Female Vice-Principals were paid for salaries .....	33,800 00
589 Female Assistants were paid for salaries..	400,000 00
Total .....	<hr/> \$517,900 00

*Primary Departments and Schools.*

113 Female Principals were paid for salaries..	\$178,900 00
63 Female Vice-Principals were paid for salaries .....	64,150 00
1,513 Female Assistants were paid for salaries..	863,468 36
Total .....	<hr/> <hr/> \$1,106,518 36

The average attendance in the Male Departments of the Grammar Schools .....	26,160
The average attendance in the Female Depart- ments of the Grammar Schools .....	22,322
Total average attendance in Grammar Schools..	<hr/> 48,482

The average attendance in the Primary Departments and Schools.....	80,352
Total average attendance in Grammar Schools and Primary Schools and Departments...	<u>128,834</u>
The teaching of 48,482 pupils in 1884, in the Grammar Schools, cost for salaries.....	\$1,350,300 00
Supplies for Grammar Schools, cost.....	91,505 32
Total .....	<u>\$1,441,805 32</u>
Average cost per scholar, exclusive of special teaching.....	<u>29 74</u>
The teaching of 80,352 pupils in 1884, in the Primary Schools and Departments, cost for salaries .....	\$1,106,518 36
Supplies for Primary Schools and Departments cost.....	37,001 54
Total.....	<u>\$1,143,519 90</u>
Average cost per scholar, exclusive of special teaching.....	<u>14 23</u>
Salaries to Faculty, Tutors and Instructors in the Normal College amounted to.....	\$74,907 29
Supplies through the Depository .....	2,981 95
Total .....	<u>\$77,889 24</u>
Average attendance.....	1,454
Average cost per scholar.....	<u>53 57</u>
Salaries paid to Teachers in Training Department of Normal College.....	\$19,852 92
Supplies through the Depository.....	1,865 88
Total .....	<u>\$21,718 80</u>

Average attendance .....	1,114	
Average cost per scholar.....		\$ 19 50
For support of Nautical School, all expenses....		\$27,027 41
Supplies through the Depository.....		171 93
Total .....		\$27,199 34
Average attendance.....	142	
Average cost per scholar.....		191 54
Salaries paid in the Evening High School.....		\$16,199 50
Supplies through the Depository.....		879 15
Total .....		\$17,078 65
Average attendance.....	1,007	16 96
Salaries paid Teachers in the Ward Evening Schools .....		\$64,142 14
Supplies through the Depository .....		4,598 58
Total .....		\$68,740 72
Average attendance.....	6,997	9 83

*Statement showing the Cost per Scholar in the Grammar and Primary Schools and Departments, Normal College and Training Department, Nautical School and Evening Schools during the past Seven Years :*

YEARS.	Grammar Schools.	Primary Departments and Schools.	Normal College.	Training Department.	Nautical School.	Evening High School.	Evening Schools.
1878.....	\$31 05	\$15 20	\$49 89	\$24 20	\$236 29	\$16 31	\$7 56
1879.....	31 20	15 27	52 08	23 41	190 10	17 02	8 18
1880.....	32 00	15 18	55 57	24 29	250 01	17 42	8 36
1881.....	31 72	14 39	66 09	25 63	249 14	18 38	11 66
1882.....	32 38	14 24	64 95	21 74	274 18	18 07	11 59
1883.....	31 05	14 39	56 82	19 67	356 44	18 18	9 98
1884.....	29 74	14 23	53 57	19 50	191 54	16 96	9 83



*Statement showing the Amount paid for Compulsory Education  
and for the Teaching of Special Subjects for the past Seven  
Years :*

YEARS.	Compulsory Education.	Music.	Drawing.	German.	French.
1878.....	\$12,301 75	\$12,871 80	\$23,340 86	\$13,597 15	\$2,555 00
1879.....	12,211 58	16,100 60	25,778 40	15,599 56	3,993 00
1880.....	12,340 75	14,971 50	25,369 12	16,317 40	3,347 50
1881.....	11,041 92	16,040 00	30,175 63	20,170 89	3,900 00
1882.....	12,023 19	17,085 00	25,432 60	21,682 14	3,500 75
1883.....	11,779 74	13,268 60	26,539 90	22,462 60	3,472 50
1884.....	12,914 50	13,405 71	27,671 30	23,317 40	3,890 00

For more detailed information in regard to the transactions of the Board, and the several departments of the system, reference is made to the tabular statements contained in the schedules which follow and are part of this report, and also to the Appendices hereto annexed.

STEPHEN A. WALKER,  
*President.*

LAWRENCE D. KIERNAN,  
*Clerk.*

# SCHEDULES.



**SUBJECTS OF THE SCHEDULES AND APPENDICES  
FORMING PART OF THIS REPORT.**

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**SCHEDULE No. 1.**—Contains the names of the Employés of the Board, Inspectors of Common Schools, and School Trustees.

**SCHEDULE No. 2.**—The number of Schools in each Ward and their numerical designation.

**SCHEDULE No. 3.**—Shows the length of time each School has been kept open, the average attendance, and the whole number taught in the several schools during the year, together with the locations of the several school buildings.

**SCHEDULE No. 4.**—Shows the expenses incurred for Teachers' and Janitors' salaries, books, stationery, fuel, etc., in the Ward Schools of each Ward, and the value of supplies from the Depository for the year.

**SCHEDULE No. 5.**—Showing amount of money paid in each Ward for rents, sites, new buildings, heating apparatus, and repairs of, etc., by special appropriations for the year ending December 31, 1884.

**SCHEDULE No. 6.**—Apportionment to Corporate and Ward Schools, made under the fifteenth section of the School Act.

**SCHEDULE No. 7.**—Financial Statement of the Board of Education for the year 1884.

**SCHEDULE No. 8.**—Shows the Expenditures of the Evening and Colored Schools for the year.

**SCHEDULE No. 9.**—Showing payments for Salaries of Teachers and Janitors by Wards, for 1884.

**SCHEDULE No. 10.**—Contains the location, size and cost of site, size, cost and date of erection of each school building.

**SCHEDULE No. 11.**—Financial Exhibit for the last ten years.

**SCHEDULE No. 12.**—Statement of the average register number of pupils, and the accommodations for the same in the several schools.

The Appendices consist of the Annual Report of the City Superintendent of Schools ; Annual Report of the President of the Normal College ; Course of Studies in the Grammar, Primary and Evening Schools ; Report of the Superintendent of School Buildings ; Report of the Engineer of the Board of Education ; Report of the Superintendent of the Nautical School ; Report of the Principal of the Evening High School ; Report of the Board of Trustees of the College of the City of New York ; Report of the Faculty of the College of the City of New York.

## SCHEDULE NO. 1.

## EMPLOYEES OF THE BOARD OF EDUCATION.

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<i>Clerk</i> .....	LAWRENCE D. KIERNAN.
<i>Auditor</i> .....	JOHN DAVENPORT.
<i>City Superintendent</i> .....	JOHN JASPER.
<i>Assistant</i> “ .....	THOMAS F. HARRISON.
“ .....	NORMAN A. CALKINS.
“ .....	JOHN H. FANNING.
“ .....	WILLIAM JONES.
“ .....	ARTHUR McMULLIN.
“ .....	JAMES GODWIN.
“ .....	PAUL HOFFMAN.
<i>Superintendent of School Buildings</i> ...	DAVID I. STAGG.
<i>Engineer</i> .....	JOHN DUNHAM. *
<i>Engineer</i> .....	THOMAS J. NEALIS. †
<i>Draughtsman</i> .....	ROBERT STRICKER.
<i>Inspector of Fuel</i> .....	WILLIAM G. ACKERMAN.
<i>Assistant Clerk</i> .....	EDWARD E. VAN SAUN.
“ .....	JOHN R. AMES.
“ .....	WM. OLAND BOURNE.
“ .....	JETHRO MOSHER.
“ .....	HENRY M. DURYEA.
“ .....	BLANCHARD H. OAKLEY.
“ .....	HENRY L. DAVENPORT.
“ .....	HENRY D. LICHTENHEIN.
“ .....	MRS. ELIZA CRONK.
<i>Messenger and Ass't in Depository</i> ....	JAMES G. ANDERSON.
<i>Janitor</i> .....	EDWARD HIGGINS.

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\* Resigned Nov. 19, 1884. † Appointed Nov. 19, 1884.

<i>Agent of Truancy</i> .....	ANTONIO C. MARTINEZ.
" .....	THEODORE REEVES. .
" .....	WILLIAM C. BRADLEY.
" .....	WILLIAM KITCHELL.
" .....	JOHN S. KETCHAM.
" .....	JOHN W. CURTIN.
" .....	M. HOFFMAN PHILIP.
" .....	JAMES ROGERS.
" .....	WILLIAM H. FLEMING.
" .....	VINCENT CRISTALLI.
" .....	JOHN F. WALSH.
" .....	FRANK H. PAGE.

# INSPECTORS OF COMMON SCHOOLS OF THE CITY OF NEW YORK.

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## *1st District, comprising the 1, 2, 3, 4, 5, 6 and 8th Wards.*

NAME.	RESIDENCE.	Place of Business.	Term Expires Jan. 1.
Wm. Brodhead.....	Stevens House...	27 Broadway....	1885
Charles B. Smith....	47 Cherry st.....	47 Cherry st....	1886
Julius Berliner.....	505 Canal st.....	505 Canal st....	1887

## *2d District, comprising the 7, 10, 13 and 14th Wards.*

John J. Burke.....	107 Henry st.....	120 E. Broadway.	1885
F. B. Bennett, M.D...	277 E. Broadway.		1886
Charles Dexheimer...	190 Essex st.....		1887

## *3d District, comprising the 9th and 16th Wards.*

John N. Abbott.....	338 W. 19th st...	21 Cortlandt st..	1885
Chas. A. L. Goldey...	362 Bleecker st...	104 Sixth av....	1886
Wm. C. Smith.....	26 Seventh av....	35 N. Moore st..	1887

## *4th District, comprising the 11th and 17th Wards.*

A. C. Anderson.....	708 6th st.....	10 Chambers st..	1885
Benj. Blumenthal....	337 E. 4th st.....	340 E. 4th st....	1886
Henry Allen.....	230 E. 12th st....	138 William st..	1887



*5th District, comprising the 15th and 18th Wards.*

NAME.	RESIDENCE.	Place of Business.	Term Expires Jan. 1.
R. B. Kimball.....	126 W. 11th st....	128 Broadway...	1885
A. McL. Agnew.....	24 E. 21st st....		1886
R. A. Cunningham...	343 E. 16th st....		1887

*6th District, comprising the 20th and 21st Wards.*

J. W. C. Leveridge...	57 W. 36th st....	22 Duane st....	1885
Geo. W. McAdam....	308 W. 28th st....	11 Chambers st..	1886
Gilbert M. Spier, Jr..	9 E. 34th st.....	62 Wall st.....	1887

*7th District, comprising the 12, 19, and 22d Wards.*

Frank K. Hain.....	58th st. & 7th av..	71 Broadway....	1885
D. G. Yuengling, Jr..	58 E. 126th st....	128th st & 10th av.	1886
Jacob Fleischhauer..	348 E. 50th st....		1887

*8th District, comprising the 23d and 24th Wards.*

T. Mason Oliver.....	140th and 3d av..	Port Morris....	1885
F. Siegel.....	Morrisania.....	3d av. & 147th st.	1886
Elmer A. Allen.....	Fordham Ridge..	115 Broadway...	1887

## SCHOOL TRUSTEES,

*With the time of Expiration of the Term of Office for which they  
were Appointed.*

<i>First Ward.</i>		<i>Fourth Ward.</i>	
NAME.	Term Expires Jan. 1.	NAME.	Term Expires Jan. 1.
Thomas Williams.....	1885	John B. Shea.....	1885
Joseph H. Ford.....	1886	Michael J. Duffy.....	1886
John McIntire.....	1887	Fred. Wimmer.....	1887
Morand Alleman.....	1888	† Francis Dannbacher...	1888
Owen Murphy. ....	1889	David B. Fleming.....	1889
<i>Second Ward.</i>		<i>Fifth Ward.</i>	
Henry C. Parke.....	1885	John C. Huser.....	1885
Jedediah L. Truman....	1886	Fred C. Robinson, M.D.	1886
James J. Dean.....	1887	John Ham.....	1887
James W. Hale.. ....	1888	John Gleason.....	1888
Charles F. Naething....	1889	William H. Naething ..	1889
<i>Third Ward.</i>		<i>Sixth Ward.</i>	
Henry Simmons.....	1885	P. H. McDonald .....	1885
John P. Huggins....	1886	Alex. Patton, Sr ...	1886
Henry Hein.....	1887	Peter Kraeger.....	1887
J. G. Wolf.....	1888	‡ Dennis Burns.....	1888
*Benj. M. Tilton.....	1889	John F. Whalen.....	1889

\* Vice James S. Coward, resigned.

† Vice John H. Eberhardt, resigned.

‡ Vice Thomas J. Nealis, resigned.

*Seventh Ward.*

NAME.	Term Expires Jan. 1.
John H. Boschen.....	1885
Wm. H. Townley.....	1886
* Moses I. Mendel .....	1887
James B. Mulry.....	1888
James W. McBarron.....	1889

*Eighth Ward.*

O. Rockefeller.....	1885
Charles H. Housley.....	1886
Uriah Welch.....	1887
C. Welsey Baum.....	1888
George F. Vetter.....	1889

*Ninth Ward.*

John S. Scully.....	1885
Geo. B. Lawton.....	1886
Charles S. Wright.....	1887
George E. Horne.....	1888
James A. Seaman.....	1889

*Tenth Ward.*

John C. Clegg.....	1885
Joseph Bellows.....	1886
George Hey.....	1887
Patrick Carroll.....	1888
Fernando Baltes.....	1889

*Eleventh Ward.*

NAME.	Term Expires Jan. 1.
John Powers.....	1885
John C. Limbeck.....	1886
F. W. Murphy.....	1887
August Stern.....	1888
S. Cregar, M.D.....	1889

*Twelfth Ward.*

Charles Crary .....	1885
Andrew L. Soulard .....	1886
John Whalen.....	1887
G. W. Debevoise.....	1888
David H. Knapp.....	1889

*Thirteenth Ward.*

Francis Coan.....	1885
Frederick Germann.....	1886
† William Wainman.....	1887
Edward McCue.....	1888
George W. Relyea.....	1889

*Fourteenth Ward.*

John O'Neill.....	1885
Franklin Smith, M.D ..	1886
John D. Kinner.....	1887
Henry Iden, Jr.....	1888
† Henry P. West.....	1888

\* Vice John F. Walsh, resigned.

† Vice Frederick Holsten, resigned.

‡ Vice Henry Manron, deceased.

*Fifteenth Ward.*

NAME.	Term Expires Jan. 1.
J. A. Hardenberg.....	1885
Edward Schell.....	1886
* Dudley G. Gautier.....	1887
Wm. Wallace Walker.....	1888
Thomas H. Hartwell....	1889

*Sixteenth Ward.*

James Harrison.....	1885
Peter Macdonald.....	1886
† Walter H. Mead.....	1887
Henry L. Sprague.....	1888
G. W. Van Sicken.....	1889

*Seventeenth Ward.*

Daniel J. Moore.....	1885
Hiram Merritt.....	1886
Patrick K. Horgan.....	1887
Henry Maurer.....	1888
George H. Beyer.....	1889

*Eighteenth Ward.*

‡ Henry R. Beekman.....	1885
Andrew Warner.....	1886
David McClure.....	1887
Benjamin F. Manierre....	1888
John F. Trow. ....	1889

*Nineteenth Ward.*

NAME.	Term Expires Jan. 1.
Isaac P. Chambers.....	1885
Joseph Koch.....	1886
Abraham Dowdney.....	1887
C. E. Simmons, M.D....	1888
Richard Kelly... ..	1889

*Twentieth Ward.*

Thomas Maher.....	1885
John H. Tietjen. ....	1886
Le Roy Clark.....	1887
James J. Thomson.....	1888
George A. Jones.....	1889

*Twenty-first Ward.*

Andrew G. Agnew.....	1885
Cephas G. Thompson ...	1886
Hugh Cassidy.....	1887
E. Ellery Anderson.....	1888
Louis Schultze, M.D....	1889

*Twenty-second Ward.*

Richard S. Treacy.....	1885
Henry A. Rogers.....	1886
James R. Cuming. ....	1887
J. Seaver Page.....	1888
§ George H. Robinson....	1889

\* Vice Joseph Britton, resigned.

† Vice Joseph Rogers, resigned.

‡ Vice Edward S. Mead, resigned.

§ Vice J. L. Campbell, resigned.

*Seventh Ward.*

NAME.	Term Expires Jan. 1.
John H. Boschen.....	1885
Wm. H. Townley.....	1886
* Moses I. Mendel .....	1887
James B. Mulry.....	1888
James W. McBarron.....	1889

*Eighth Ward.*

O. Rockefeller.....	1885
Charles H. Housley....	1886
Uriah Welch.....	1887
C. Welsey Baum.....	1888
George F. Vetter.....	1889

*Ninth Ward.*

John S. Scully.....	1885
Geo. B. Lawton..	1886
Charles S. Wright.....	1887
George E. Horne.....	1888
James A. Seaman.....	1889

*Tenth Ward.*

John C. Clegg.....	1885
Joseph Bellows.....	1886
George Hey.....	1887
Patrick Carroll.....	1888
Fernando Baltes....	1889

*Eleventh Ward.*

NAME.	Term Expires Jan. 1.
John Powers.....	1885
John C. Limbeck.....	1886
F. W. Murphy.....	1887
August Stern.....	1888
S. Cregar, M.D.....	1889

*Twelfth Ward.*

Charles Crary .....	1885
Andrew L. Soulard ....	1886
John Whalen.....	1887
G. W. Debevoise.....	1888
David H. Knapp.....	1889

*Thirteenth Ward.*

Francis Coan.....	1885
Frederick Germann....	1886
† William Wainman....	1887
Edward McCue.....	1888
George W. Relyea.....	1889

*Fourteenth Ward.*

John O'Neill.....	1885
Franklin Smith, M.D ..	1886
John D. Kinner.....	1887
Henry Iden, Jr.....	1888
† Henry P. West.....	1888

\* Vice John F. Walsh, resigned.

† Vice Frederick Holsten, resigned.

‡ Vice Henry Manron, deceased.

*Fifteenth Ward.*

NAME.	Term Expires Jan. 1.
J. A. Hardenberg.....	1885
Edward Schell.....	1886
* Dudley G. Gautier.....	1887
Wm. Wallace Walker.....	1888
Thomas H. Hartwell....	1889

*Sixteenth Ward.*

James Harrison.....	1885
Peter Macdonald.....	1886
† Walter H. Mead.....	1887
Henry L. Sprague.....	1888
G. W. Van Sicken.....	1889

*Seventeenth Ward.*

Daniel J. Moore.....	1885
Hiram Merritt.....	1886
Patrick K. Horgan.....	1887
Henry Maurer.....	1888
George H. Beyer.....	1889

*Eighteenth Ward.*

‡ Henry R. Beekman.....	1885
Andrew Warner.....	1886
David McClure.....	1887
Benjamin F. Manierre....	1888
John F. Trow. ....	1889

*Nineteenth Ward.*

NAME.	Term Expires Jan. 1.
Isaac P. Chambers.....	1885
Joseph Koch.....	1886
Abraham Dowdney.....	1887
C. E. Simmons, M.D....	1888
Richard Kelly... ..	1889

*Twentieth Ward.*

Thomas Maher.....	1885
John H. Tietjen. ....	1886
Le Roy Clark.....	1887
James J. Thomson.....	1888
George A. Jones.....	1889

*Twenty-first Ward.*

Andrew G. Agnew.....	1885
Cephas G. Thompson ...	1886
Hugh Cassidy.....	1887
E. Ellery Anderson.....	1888
Louis Schultze, M.D....	1889

*Twenty-second Ward.*

Richard S. Treacy.....	1885
Henry A. Rogers.....	1886
James R. Cuming. ....	1887
J. Seaver Page.....	1888
§ George H. Robinson....	1889

\* Vice Joseph Britton, resigned.

† Vice Joseph Rogers, resigned.

‡ Vice Edward S. Mead, resigned.

§ Vice J. L. Campbell, resigned.

*Twenty-third Ward.*

NAME.	Term Expires Jan. 1.
A. Fahs.....	1885
L. A. Fulgraff.....	1886
William Hogg.....	1887
Samuel Samuels....	1888
W. R. Beal.....	1889

*Twenty-fourth Ward.*

NAME.	Term Expires Jan. 1.
Warren C. Crane.....	1885
Ferdinand Meyer.....	1886
* Joseph J. Marrin.....	1887
Wm. Meikleham.....	1888
Samuel M. Purdy.....	1889

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\* Vice Frederick Folz, resigned.

**SCHEDULE NO 2,**  
*Showing the Grades and Numerical Designation of the  
 Schools by Wards.*

WARDS.	GRAMMAR SCHOOLS.	PRIMARY SCHOOLS.	COLORED SCHOOLS.
1st....	29.....	15.....	•
2d....	.....	34.....	.....
3d....	.....	37.....	.....
4th....	1.....	12, 14.....	.....
5th....	44.....	11.....	.....
6th....	23, 24.....	2, 8.....	.....
7th....	2, 12, 31.....	36.....	.....
8th....	8, 38.....	25.....	.....
9th....	3, 16, 41.....	7, 13, 18, 24.....	.....
10th....	7, 20, 42, 75.....	1.....	.....
11th....	15, 22, 36, 71.....	3, 5, 31.....	.....
12th....	6, 37, 39, 43, 46, 52, 54, 57, 68, 72, 78, 83*	30, 32, 38†, 42.....	.....
13th....	4, 34.....	10, 20, 40.....	.....
14th....	5, 21, 30.....	.....	.....
15th....	10, 35, 47.....	.....	.....
16th....	11, 45, 55, 56, 81†.....	.....	.....
17th....	13, 19, 25.....	6, 9, 22, 23, 26.....	.....
18th....	40, 50.....	4, 28, 29.....	.....
19th....	18, 27, 53, 59, 70, 73, 74, 76, 77, 82*.....	35.....	.....
20th....	26, 32, 33, 48.....	27.....	.....
21st....	14, 49.....	16.....	.....
22d....	9, 17, 28, 51, 58, 67, 69, 80†.....	17†, 41.....	.....
23d....	60, 61, 62.....	33, 43, 44.....	.....
24th....	63, 64, 65, 66.....	45, 46, 47, 48.....	.....

\* In course of erection.    † Formerly colored.    ‡ Discontinued.



## SCHEDULE No. 3.

*Showing the Length of Time the Schools have been kept open,  
the Average Attendance, and Whole Number Taught in  
the Schools, for the year ending December 31, 1884.*

SCHOOLS.	Number of Sessions.	Average Attendance.	Whole Number Taught.	LOCATION.
<i>School No. 1—</i>				
Male Department...	406	315	637	33 Vandewater street, 4th Ward.
Female "	406	323	568	
Primary "	406	425	899	
<i>School No. 2—</i>				
Male Department...	406	377	716	116 Henry street, 7th Ward.
Female "	406	413	717	
Primary "	406	916	1,815	
<i>School No. 3—</i>				
Male Department...	406	646	881	Corner Hudson and Grove streets, 9th Ward.
Female "	406	571	885	
Primary "	406	784	1,388	
<i>School No. 4—</i>				
Male Department...	406	544	866	203 Rivington street, 13th Ward.
Female "	406	487	839	
Primary "	406	879	1,687	
<i>School No. 5—</i>				
Male Department...	406	120	238	222 Mott street, 14th Ward.
Primary "	406	395	793	
<i>School No. 6—</i>				
Primary Department...	404	171	330	Randall's Island, 12th Ward.
<i>School No. 7—</i>				
Male Department...	406	265	488	60 Chrystie street, 10th Ward.
Female "	406	238	429	
Primary "	406	750	1,617	
<i>School No. 8—</i>				
Male Department...	400	141	181	66 Grand street, 8th Ward.
Female "	400	115	205	
Primary "	400	433	991	
<i>School No. 9—</i>				
Male Department...	406	Gr. 123 } Pr. 187 }	689	82d street and 11th avenue, 22d Ward.
Female "	406	Gr. 121 } Pr. 131 }	396	

SCHOOLS.	Number of Sessions.	Average Attendance.	Whole Number Taught.	LOCATION.
<i>School No. 10—</i>				
Male Department...	406	261	425	180 Wooster street, 15th Ward.
Female "	406	222	399	
Primary "	406	549	1,165	
<i>School No. 11—</i>				
Male Department...	406	276	499	314 W. 17th street, 16th Ward.
Primary "	406	662	1,398	
<i>School No. 12—</i>				
Male Department...	406	240	537	371 Madison street, 7th Ward.
Female "	Transferred to G. S. No. 31.			
Primary "		713	1,562	
<i>School No. 13—</i>				
Male Department...	406	609	1,016	239 E. Houston street, 17th Ward.
Female "	406	562	933	
Primary "	406	1,251	2,657	
<i>School No. 14—</i>				
Male Department...	406	567	865	225 East 27th street, 21st Ward.
Female "	406	548	840	
Primary "	406	1,262	2,662	
<i>School No. 15—</i>				
Male Department...	406	534	836	728 5th street, 11th Ward.
Primary "	406	782	1,591	
<i>School No. 16—</i>				
Male Department...	406	456	733	208 West 13th street, 9th Ward.
Primary "	406	267	528	
<i>School No. 17—</i>				
Female Department.	406	918	1,507	335 West 47th street, 22d Ward.
Primary "	406	1,418	2,477	
<i>School No. 18—</i>				
Male Department...	406	592	919	121 East 51st street, 19th Ward.
Female "	406	523	789	
Primary "	406	837	1,619	
<i>School No. 19—</i>				
Male Department...	406	466	886	344 East 14th street, 17th Ward.
Female "	406	470	889	
Primary "	406	903	1,975	
<i>School No. 20—</i>				
Male Department...	406	580	966	160 Chrystie street, 10th Ward.
Female "	406	517	895	
Primary "	406	1,004	2,073	
<i>School No. 21—</i>				
Male Department...	406	158	314	55 Marion street, 14th Ward.
Female "	406	178	351	
Primary "	406	447	876	
<i>School No. 22—</i>				
Male Department...	406	446	712	Stanton, cor. Sheriff streets, 11th Ward.
Female "	406	483	785	
Primary "	406	915	1,862	
<i>School No. 23—</i>				
Male Department...	406	171	457	32 City Hall place, 6th Ward.
*Female "	370	158	277	
Primary "	406	380	700	

\* Consolidated with F. D. No. 24.

SCHOOLS.	Number of Sessions.	Average Attendance.	Whole Number Taught.	LOCATION.
<i>School No. 24—</i>				
*Male Department...	370	191	329	66 Elm street, 6th Ward.
Female       "	406	183	565	
Primary     "	406	278	526	
<i>School No. 25—</i>				
Male Department...	406	550	872	326 Fifth street, 17th Ward.
Female       "	406	606	994	
Primary     "	406	1,004	2,144	
<i>School No. 26—</i>				
Male Department...	406	560	955	124 West 30th street, 20th Ward.
Primary     "	406	592	1,254	
<i>School No. 27—</i>				
Male Department...	406	357	682	208 East 42d street, 19th Ward.
Primary     "	406	661	1,695	
<i>School No. 28—</i>				
Male Department...	Organized as M.D. No. 67.			254 West 40th street, 22d Ward.
Female       "	406	555	913	
Primary     "	406	1,235	2,337	
<i>School No. 29—</i>				
Male Department...	406	160	260	97 and 99 Greenwich street, 1st Ward.
Female       "	406	122	250	
Primary     "	406	450	974	
<i>School No. 30—</i>				
Female Department.	406	154	251	143 Baxter street, 14th Ward.
Primary     "	406	382	848	
<i>School No. 31—</i>				
†Male Department...	354	124	289	200 Monroe street, 7th Ward.
†Female       "	406	264	497	
Primary     "	406	387	900	
<i>School No. 32—</i>				
Male Department...	403	714	1,155	375 West 35th street, 20th Ward.
Primary     "	403	1,129	2,124	
<i>School No. 33—</i>				
Female Department.	406	649	1,047	428 West 28th street, 20th Ward.
Primary     "	406	1,085	2,188	
<i>School No. 34—</i>				
Male Department...	406	478	812	108 Broome street, 13th Ward.
Female       "	406	413	772	
Primary     "	406	765	1,774	
<i>School No. 35—</i>				
Male Department...	406	776	1,250	60 West 13th street, 15th Ward.
Primary     "	406	462	1,094	
<i>School No. 36—</i>				
Male Department...	406	353	657	710 East 9th street, 11th Ward.
Female       "	406	384	639	
Primary     "	406	880	1,943	
<i>School No. 37—</i>				
Male Department...	406	617	1,123	113 East 87th street, 12th Ward.
Female       "	406	613	1,000	
Primary     "	406	1,160	2,674	

\* Consolidated with M. D. No. 23.

† Consolidated with M. D. No. 12.

‡ Transferred from G. S. No. 12.

SCHOOLS.	Number of Sessions.	Average Attendance.	Whole Number Taught.	LOCATION.
<i>School No. 38—</i>				
Male Department...	406	322	501	8 Clarke street, 8th Ward.
Female "	406	356	542	
Primary "	406	753	1,560	
<i>School No. 39—</i>				
Male Department...	150	381	507	235 East 125th street, 12th Ward.
Female "	Organized as F. D.			
Primary "	406	1,048	2,845	
<i>School No. 40—</i>				
Male Department...	406	698	1,179	225 East 23d street, 18th Ward.
Primary "	406	464	1,014	
<i>School No. 41—</i>				
Female Department.	406	694	1,159	36 Greenwich avenue, 9th Ward.
Primary "	406	548	1,068	
<i>School No. 42—</i>				
Female Department.	406	567	969	30 Allen street, 10th Ward.
Primary "	406	1,467	3,354	
<i>School No. 43—</i>				
Mixed Department..	406	236	487	10th avenue, cor. 120th street, 12th Ward.
Primary "	406	367	825	
<i>School No. 44—</i>				
Male Department...	406	368	643	Cor. North Moore and Varick streets, 5th Ward.
Female "	406	324	557	
Primary "	406	592	1,172	
<i>School No. 45—</i>				
Female Department.	406	558	958	225 West 24th street, 16th Ward.
Primary "	406	663	1,286	
<i>School No. 46—</i>				
Male Department...	406	Gr. 126 } Py. 211 } Gr. 168 } Py. 182 }	682	St. Nicholas avenue and 156th street, 12th Ward.
Female "	406		645	
<i>School No. 47—</i>				
Female Department.	406	516	884	36 East 12th street, 15th Ward.
Primary "	406	413	900	
<i>School No. 48—</i>				
Female Department.	404	449	764	124 West 28th street, 20th Ward.
Primary "	404	793	1,637	
<i>School No. 49—</i>				
Male Department...	404	580	1,016	237 East 37th street, 21st Ward.
Female "	405	540	737	
Primary "	405	1,235	3,104	
<i>School No. 50—</i>				
Female Department.	406	518	875	211 East 20th street, 18th Ward.
Primary "	406	350	679	
<i>School No. 51—</i>				
Mixed Department..	406	877	1,398	523 West 44th street, 22d Ward.
Primary "	406	1,244	2,598	
<i>School No. 52—</i>				
Mixed Department..	406	{ 35 } { 27 }	115	Tubby Hook, 12th Ward.
Primary "				

SCHOOLS.	Number of Sessions.	Average Attendance.	Whole Number Taught.	LOCATION.
<i>School No. 53—</i>				
Female Department.	404	879	1,479	207 East 79th street, 19th Ward.
Primary	404	1,205	2,453	
<i>School No. 54—</i>				
Mixed Department..	406	260	405	Cor. 104th street and 10th av., 12th Ward.
Primary "	406	437	1,025	
<i>School No. 55—</i>				
Male Department....	406	620	976	140 West 20th street, 16th Ward.
Primary "	406	549	1,099	
<i>School No. 56—</i>				
Female Department.	406	515	876	351 West 18th street 16th Ward.
Primary	406	707	1,505	
<i>School No. 57</i>				
Male Department....	406	834	1,454	115th st., near 3d av., 12th Ward.
Primary "	406	1,146	2,503	
<i>School No. 58—</i>				
Male Department....	406	820	1,199	317 West 52d street, 22d Ward.
Primary "	406	1,048	1,820	
<i>School No. 59—</i>				
Female Department.	406	827	1,566	226 East 57th street, 19th Ward.
Primary	406	1,348	2,582	
<i>School No. 60—</i>				
Mixed Department..	406	710	1,177	College av cor 145th st. Courtland av. & 147th st., 23d Ward.
Primary	406	1,104	2,201	
<i>School No. 61—</i>				
Mixed Department..	406	344	528	3d av., bet. 169th and 170th st., 23d Ward.
Primary "	406	521	1,079	
<i>School No. 62—</i>				
Mixed Department..	406	429	737	3d av., near 158th st., 23d Ward.
Primary "	406	847	1,712	
<i>School No. 63—</i>				
Mixed Department..	406	223	359	3d av. and 173d st., 24th Ward.
Primary	406	289	602	
<i>School No. 64—</i>				
Mixed Grammar and Primary Dep't ....	406	{ Gr. 236 Py. 225 }	{ 844 }	Fordham, 24th Ward.
<i>School No. 65—</i>				
Mixed Department..	406	154	242	West Farms, 24th Ward.
Primary "	406	203	398	
<i>School No. 66—</i>				
Mixed Department..	406	{ Gr. 102 Py. 115 }	{ 355 }	Kingsbridge, 24th Ward.
<i>School No 67—</i>				
*Male Department...	406	554	946	225 West 41st street, 22d Ward.
†Primary "	388	418	1,049	
<i>School No. 68—</i>				
Male Department....	406	796	1,341	128th street, near 6th av., 12th Ward.
Female "	406	627	1,201	
Primary "	406	1,047	1,986	

\* Formerly M. D. No. 28.

† Formerly P. S. No. 17.

SCHOOLS.	Number of Sessions.	Average Attendance.	Whole Number Taught.	LOCATION.
<i>School No. 69—</i>				
Male Department....	406	555	924	125 West 54th street, 22d Ward.
Female       "	406	560	973	
Primary       "	406	904	1,851	
<i>School No. 70—</i>				
Male Department...	406	990	1,601	207 East 75th street, 19th Ward.
Primary       "	406	1,350	2,962	
<i>School No. 71—</i>				
Female Department.	406	514	857	186 7th street, 11th Ward.
Primary       "	406	887	1,584	
<i>School No. 72—</i>				
Female Department.	406	820	1,508	Lexington av., 105th to 106th st., 12th Ward.
Primary       "	406	2,004	4,137	
<i>School No. 73—</i>				
Female Department	406	394	666	209 East 46th street, 19th Ward.
Primary       "	406	1,015	2,026	
<i>School No. 74—</i>				
Male Department...	406	896	1,465	220 East 63d street, 19th Ward.
Primary       "	406	1,548	2,916	
<i>School No. 75—</i>				
Male Department...	406	599	1,067	21 Norfolk street, 10th Ward.
Primary       "	406	852	1,793	
<i>School No. 76—</i>				
Female Department.	150	505	654	Cor. 68th street and Lexington av., 19th Ward.
Primary       "	150	866	1,402	
<i>School No. 77—</i>				
Male Department...	150	507	679	1st av., 85th to 86th sts., 19th Ward.
Female       "	150	400	525	
Primary       "	150	1,325	1,957	
<i>School No. 78 -</i>				
*Female Department.	406	801	1,451	Cor. Av. A and 119th st., 12th Ward.
†Primary       "	406	879	2,215	
<i>School No. 80—</i>				
‡Mixed Department.	406	81	180	252 West 42d street, 22d Ward.
Primary       "	406	156	487	
<i>School No. 81—</i>				
§Mixed Grammar and Primary Dep't.....	406	{ Gr. 60 Py. 94	{ 407	128 West 17th street, 16th Ward.
Total.....		108,859	206,660	

\* Formerly F. D. G. S. No. 39.

† Formerly P. S. No. 38.

‡ Formerly Colored School No. 3.

§ Formerly Colored School No. 4.

## PRIMARY SCHOOLS.

School.	Number of Sessions.	Average Attendance.	Whole Number Taught.	LOCATION.
1	406	1,218	2,500	105 Ludlow street, Tenth Ward.
2	406	280	584	101 Bayard street, Sixth Ward.
3	406	395	911	100 Cannon street, Eleventh Ward.
4	406	523	1,210	413 East 16th street, Eighteenth Ward.
5	406	567	1,008	269 East Fourth street, Eleventh Ward.
6	406	264	526	15 East Third street, Seventeenth Ward.
7	406	416	882	274 West Tenth street, Ninth Ward.
8	406	443	972	62 Mott street, Sixth Ward.
9	406	652	1,351	42 First street, Seventeenth Ward.
10	406	554	1,175	28 Cannon street, Thirteenth Ward.
11	406	336	809	31 Vestry street, Fifth Ward.
12	406	248	637	83 Roosevelt street, Fourth Ward.
13	406	642	1,283	Downing street, Ninth Ward.
14	406	333	714	73 Oliver street, Fourth Ward.
15	406	101	254	68 Pearl street, First Ward.
16	406	854	1,660	Thirty-second street, near Third avenue, Twenty-first Ward.
17	Organized as P. D. No.			67.
18	406	335	641	189 Waverley place, Ninth Ward.
20	406	766	1,686	187 Broome street, Thirteenth Ward.
22	406	551	1,193	150 First avenue, Seventeenth Ward.
23	406	301	601	17 St. Mark's place, Seventeenth Ward.
24	406	776	1,434	29 Horatio street, Ninth Ward.
25	406	372	675	545 Greenwich street, Eighth Ward.
26	406	733	1,515	538 East 12th street, Seventeenth Ward.
27	406	829	1,676	515 West 37th street, Twentieth Ward.

School.	Number of Sessions.	Average Attendance.	Whole Number Taught.	LOCATION.
28	406	584	1,114	322 East 20th street, Eighteenth Ward.
29	406	473	1,009	433 East 19th street, Eighteenth Ward.
30	406	66	230	Ward's Island, Twelfth Ward.
31	406	755	1,531	272 East 2d street, Eleventh Ward.
32	406	120	257	186th street, and Kingsbridge road, Twelfth Ward.
33	406	32	59	Springhurst, Twenty-third Ward.
34	405	94	174	293 Pearl street, Second Ward.
35	406	1,027	2,502	996 First avenue, Nineteenth Ward.
36	406	559	1,413	70 Monroe street, Seventh Ward.
37	406	70	152	67 Warren street, Third Ward.
38	Organized as P. D. No.			78.
40	406	910	1,849	102 Norfolk street, Thirteenth Ward.
41	406	1,490	2,781	58th street, near Tenth avenue, Twenty-second Ward.
42	406	699	1,376	88th street, bet. Second and Third avenues, Twelfth Ward.
43	406	81	137	Highbridge, Twenty-third Ward.
44	406	165	304	Concord avenue and 145th street, Twenty-third Ward.
45	406	153	268	Mount Hope, Twenty-fourth Ward.
46	406	100	182	Spuyten Duyvil, Twenty-fourth Ward.
47	406	90	165	Mosholu, Twenty-fourth Ward.
48	406	20	41	Woodlawn, Twenty-fourth Ward.
Total.		19,977	41,431	



## RECAPITULATION.

WARD.	Average Attendance.	Whole Number Taught.
First .....	833	1,738
Second .....	94	174
Third .....	70	152
Fourth .....	1,644	3,455
Fifth .....	1,620	3,181
Sixth .....	2,084	4,410
Seventh .....	3,993	8,446
Eighth .....	2,492	4,655
Ninth .....	6,135	10,882
Tenth .....	8,057	16,151
Eleventh .....	7,895	14,916
Twelfth .....	15,878	32,312
Thirteenth .....	5,796	11,460
Fourteenth .....	1,834	3,671
Fifteenth .....	3,199	6,117
Sixteenth .....	4,704	9,004
Seventeenth .....	8,922	17,552
Eighteenth .....	3,610	7,080
Nineteenth .....	18,052	33,139
Twentieth .....	6,800	12,797
Twenty-first .....	5,586	10,884
Twenty-second .....	13,395	24,525
Twenty-third .....	4,233	7,934
Twenty-fourth .....	1,910	3,456
Total .....	128,836	248,091

## CORPORATE SCHOOLS.

*Average Attendance, &c., for Year ending October 1, 1884.*

SCHOOLS.	Number of Sessions.	Statute Average Attendance.	Actual Average Attendance.	Whole Number Taught.
New York Orphan Asylum .....	466	168	166	220
Roman Catholic Orphan Asylum—				
Male Department, Fifth avenue.....	472	363	354	491
Female   “   Madison avenue..	472	347	338	470
“   “   Prince street.....	383	102	123	150
Protestant Half Orphan Asylum.....	469	184	179	254
Leake and Watts Orphan House—				
Male Department .....	383	53	64	79
Female   “ .....	386	33	38	43
Colored Orphan Asylum.....	474	242	235	322
American Female Guardian Society and Home Industrial School.....	418	1,522	1,675	5,037
New York Juvenile Asylum .....	474	698	677	1,453
House of Reception, New York Juvenile Asylum .....	464	97	96	539
Society for the Reformation of Juvenile Delinquents, or House of Refuge....	512	880	789	1,413
Ladies' Home Missionary Society.....	408	387	436	896
Five Points House of Industry.....	514	407	364	1,000
Children's Aid Society.....	404	3,213	3,658	11,866
Nursery and Child's Hospital.....	450	205	209	341
New York Society for the relief of the Ruptured and Crippled.....	484	164	156	328
Hebrew Orphan Asylum Society.....	386	89	106	117
Association for Befriending Children and Young Girls.....	404	177	201	453
Total.....		9,331	9,864	25,472

## EVENING SCHOOLS.

*Average Attendance, and Whole Number Taught During the Term of 1883 and 1884.*

SCHOOL.		MALE.				FEMALE.			
		SENIOR.		JUNIOR.		SENIOR.		JUNIOR.	
		Average Attendance.	Whole Number Taught.	Average Attendance.	Whole Number Taught.	Average Attendance.	Whole Number Taught.	Average Attendance.	Whole Number Taught.
1st Ward.....		....	....	102	302	....	....	....	....
4th ".....		....	....	119	459	....	....	....	....
5th ".....		173	537	....	....	....	....	....	....
7th ".....		....	....	....	....	....	....	593	1,307
8th ".....		....	....	245	818	....	....	143	203
9th ".....		....	....	301	864	....	....	....	....
10th ".....		....	....	485	2,179	....	....	....	....
11th ".....		....	....	270	859	....	....	248	635
12th " No. 37..		....	....	276	790	....	....	....	....
" No. 57..		156	442	....	....	....	....	....	....
14th ".....		....	....	....	....	208	329	....	....
16th ".....		....	....	....	....	155	359	....	....
17th " No. 13..		573	1,546	....	....	....	....	....	....
" No. 25..		....	....	487	1,451	....	....	....	....
" No. 19..		....	....	....	....	....	....	297	720
18th ".....		....	....	319	899	....	....	....	....
19th ".....		375	933	....	....	153	400	....	....
20th ".....		....	....	445	1,456	....	....	....	....
21st ".....		....	....	....	....	....	....	157	331
22d ".....		283	637	....	....	....	....	208	495
23d ".....		....	....	162	446	....	....	....	....
Total.....		1,560	4,095	3,211	10,523	516	1,088	1,646	3,691
Colored School No. 4.		....	....	64	163	....	....	....	....

Average Attendance..... 6,997

Whole Number Taught..... 19,560

*Average Attendance and Whole Number Taught in Detail.*

SCHOOLS.	Average Attendance.	Whole Number Taught.	Total Average Attendance.	Total Whole Number Taught.
Grammar Schools, Male.....	26,160	45,656		
“ “ Female .....	22,322	38,478		
Total Grammar Scholars..			48,482	84,134
Primary Departments .....	60,377	122,526		
“ Schools.....	19,977	41,431		
Total Primary Scholars...			80,354	163,957
Total Grammar and Primary Scholars.....			128,836	248,091
Evening Schools, Male and Female.....			6,933	19,397
“ “ Colored .....			64	163
Evening High School.....			1,007	1,007
Normal College.....			1,454	2,229
Training Department.....			1,114	1,792
Nautical School.....			142	142
Total.....			139,550	272,821
Corporate Schools (actual average).....			9,864	25,472
Grand total.....			149,414	298,293

# SCHEDULE No. 4.

*Showing Expenses incurred for Teachers' and Janitors' Salaries, Repairs by Trustees, Fuel, Gas, etc., in the Schools of each Ward, including the deliveries of Supplies from the Depository, for the Year ending December 31, 1884.*

WARDS.	Teachers' Salaries.	Janitors' Salaries.	Repairs by Trustees.	Gas.	Fuel.	Supplies through Depository.	Clerks' Salaries.	Total 12 Months.
1st.....	\$25,488 49	\$1,300 00	\$168 44	\$546 79	\$1,654 87	\$933 07	.....	\$30,091 66
2d.....	2,305 82	442 00	29 78	67 91	218 14	75 61	.....	3,139 26
3d.....	2,593 39	442 00	38 86	49 49	350 02	112 26	.....	3,586 02
4th.....	40,748 46	2,161 00	266 07	187 27	1,023 80	1,844 62	33 44	46,264 66
5th.....	39,865 90	1,690 00	353 35	366 95	1,220 15	1,580 16	50 93	45,127 44
6th.....	51,700 97	2,821 00	589 05	50 02	2,266 92	1,636 88	.....	59,064 84
7th.....	88,690 79	3,716 52	1,141 95	738 08	3,452 64	3,802 36	85 62	101,627 96
8th.....	57,437 36	2,535 00	441 51	852 75	1,706 20	2,589 35	63 55	65,625 72
9th.....	122,023 07	5,574 20	1,287 62	959 94	3,212 11	5,587 33	115 88	138,760 14
10th.....	154,104 52	5,051 00	1,391 56	1,306 77	5,059 21	8,086 47	143 73	175,143 26
11th.....	161,927 74	6,201 00	1,857 94	826 13	4,798 37	6,286 04	142 03	182,039 27
12th.....	285,366 86	12,698 69	2,523 34	1,202 74	9,338 82	19,478 32	239 96	331,048 73
13th.....	107,716 05	4,238 00	1,252 60	602 85	2,807 37	4,930 54	109 86	121,557 27
14th.....	48,228 67	2,665 00	542 05	362 46	2,016 91	1,622 35	26 64	55,464 08
15th.....	81,772 81	3,051 00	953 42	2,202 98	2,442 66	4,778 09	74 88	95,275 84
16th.....	101,437 89	4,779 33	729 38	686 39	3,100 24	5,585 06	92 62	116,410 91
17th.....	172,228 93	6,953 00	1,748 00	2,064 07	5,699 27	8,948 68	158 48	197,800 43
18th.....	74,327 93	4,554 33	944 88	603 00	3,749 99	3,566 44	79 54	87,826 11
19th.....	279,757 05	10,450 10	2,439 34	1,741 04	10,798 87	25,479 41	240 90	330,906 71
20th.....	129,994 84	5,228 00	1,431 85	1,079 29	2,272 30	5,810 68	129 42	145,946 38
21st.....	113,963 85	4,513 00	953 17	474 14	2,410 62	5,140 68	108 88	127,564 32
22d.....	247,864 65	8,478 62	1,962 42	1,133 26	5,931 30	12,161 72	178 63	277,710 60
23d.....	81,580 18	4,860 00	800 07	232 27	2,940 09	4,156 77	83 32	94,652 76
24th.....	53,976 55	5,437 00	750 33	201 30	2,427 73	2,441 17	52 44	65,286 52
<b>Totals . .</b>	<b>\$2,595,102 77</b>	<b>\$110,089 85</b>	<b>\$24,597 00</b>	<b>\$18,537 89</b>	<b>\$80,898 59</b>	<b>\$136,634 04</b>	<b>\$2,210 75</b>	<b>\$2,898,020 89</b>

# SCHEDULE No. 5.

*Showing the amount paid in each Ward for Rents, Sites, New Buildings, Heating Apparatus and Repairs, etc., by Special Appropriations for the year ending December 31, 1884.*

Wards.	Pianos.	Rents.	New Buildings and Sites.	Alterations.	Heating.	Furnishing.	Repairing.	Total Twelve Months.
1st.....	.....	\$2,400 00	.....	.....	.....	.....	\$259 30	\$2,659 30
2d.....	.....	.....	.....	.....	.....	.....	80 00	80 00
3d.....	.....	2,400 00	.....	.....	.....	.....	107 03	2,507 03
4th.....	.....	.....	.....	.....	.....	\$938 00	804 62	1,742 62
5th.....	.....	.....	.....	.....	.....	.....	165 00	165 00
6th.....	\$310 00	2,200 00	.....	\$370 00	.....	.....	139 89	3,019 89
7th.....	.....	.....	.....	6,355 62	.....	.....	287 56	6,643 18
8th.....	.....	450 00	.....	1,955 00	.....	.....	1,057 23	3,462 23
9th.....	.....	.....	.....	2,874 00	.....	1,098 00	5,218 15	27,690 15
10th.....	.....	.....	\$18,500 00	7,870 33	.....	1,791 50	1,125 00	10,786 83
11th.....	165 00	.....	.....	3,563 88	\$65 14	.....	5,013 96	8,807 98
12th.....	660 00	10,377 88	76,763 50	5,015 00	8,752 08	10,290 00	8,677 33	120,535 79
13th.....	.....	350 00	.....	3,924 00	5,429 00	304 00	2,555 62	12,562 62
14th.....	.....	.....	.....	.....	.....	.....	1,009 50	1,009 50
15th.....	.....	.....	.....	3,815 39	5,708 43	120 25	2,200 00	11,844 07
16th.....	.....	.....	.....	.....	.....	.....	.....	.....
17th.....	.....	3,100 00	25,000 00	1,413 00	650 19	430 00	4,808 47	35,401 66
18th.....	.....	.....	.....	4,921 00	436 54	.....	2,113 22	7,470 76
19th.....	1,250 00	4,720 70	19,229 50	10,503 00	16,705 51	25,623 40	419 37	78,451 48
20th.....	125 00	.....	91,533 18	20,358 00	1,147 72	2,530 95	6,509 45	122,204 30
21st.....	125 00	.....	.....	1,375 00	7,352 37	.....	2,455 00	11,307 37
22d.....	255 00	2,423 70	.....	18,315 16	.....	278 10	4,190 00	25,460 96
23d.....	155 00	144 00	.....	1,392 65	.....	595 00	3,048 15	5,334 80
24th.....	165 00	250 00	.....	2,451 00	.....	.....	198 25	3,064 25
Totals.....	\$3,210 00	\$28,815 25	\$231,026 18	\$96,472 03	\$46,246 98	\$45,999 20	\$52,442 10	\$502,211 77

## SCHEDULE No. 6.

*Showing the Statute Average Attendance by Wards, and the Amount Apportioned in each Ward, and to the Normal College, Nautical School, Colored Schools, and to the several Corporate Schools, as provided by Section 15, Act of 1851 :*

WARDS.	SCHOOLS IN EACH WARD.	Average Attendance.	Amount Apportioned.
First. ....	Grammar School No. 29, and Primary School No. 15.....	750	\$8,088 52
Second.....	Primary School No. 34.....	96	1,035 33
Third.....	Primary School No. 37.....	83	895 13
Fourth. ....	Grammar School No. 1, and Primary Schools Nos. 12 and 14.....	1,437	15,497 67
Fifth.....	Grammar School No. 44, and Primary School No. 11.....	1,498	16,155 40
Sixth.....	Grammar Schools Nos. 23 and 24, and Primary Schools Nos. 2 and 8 ...	1,710	18,441 78
Seventh.....	Grammar Schools Nos. 2, 12 and 31, and Primary School No. 36.....	3,522	37,983 60
Eighth.....	Grammar Schools Nos. 8 and 38, and Primary School No. 25.....	2,239	24,146 87
Ninth.....	Grammar Schools Nos. 3, 16 and 41, and Primary Schools Nos. 7, 13, 18 and 24.....	5,181	55,875 36
Tenth.....	Grammar Schools Nos. 7, 20, 42 and 75, and Primary School No. 1....	6,793	73,260 25
Eleventh. ....	Grammar Schools Nos. 15, 22, 36 and 71, and Primary Schools Nos. 3, 5 and 31.....	6,761	72,915 14
Twelfth.....	Grammar Schools Nos. 6, 37, 39, 43, 46, 52, 54, 57, 68 and 72, and Primary Schools Nos. 30, 32, 38 and 42	11,968	129,070 90
Thirteenth. ...	Grammar Schools Nos. 4 and 34, and Primary Schools Nos. 10, 20 and 40	4,920	53,060 56
Fourteenth. ..	Grammar Schools Nos. 5, 21 and 30..	1,636	17,643 71

WARDS.	SCHOOLS IN EACH WARD.	Average Attend- ance.	Amount Apportioned.
Fifteenth.....	Grammar Schools Nos. 10, 35 and 47.	2,904	\$31,318 68
Sixteenth.....	Grammar Schools Nos. 11, 45, 55 and 56 .....	3,872	41,758 23
Seventeenth ..	Grammar Schools Nos. 13, 19, 25, and Primary Schools Nos. 6, 9, 22, 23 and 26.....	7,690	82,934 09
Eighteenth...	Grammar Schools Nos. 40 and 50, and Primary Schools Nos. 4, 28 and 29	3,140	33,863 85
Nineteenth...	Grammar Schools Nos. 18, 27, 53, 59, 70, 73 and 74, and Primary School No. 35.....	12,358	133,276 92
Twentieth ....	Grammar Schools Nos. 26, 32, 33 and 48, and Primary School No. 27	6,015	64,869 77
Twenty-first..	Grammar Schools Nos. 14 and 49, and Primary School No. 16.....	4,872	52,542 94
Twenty-second	Grammar Schools Nos. 9, 17, 28, 51, 58 and 69, and Primary Schools Nos. 17 and 41 .....	10,817	116,657 76
Twenty-third .	Grammar Schools Nos. 60, 61 and 62, and Primary Schools Nos. 33, 43 and 44.....	3,270	35,265 86
Twenty-fourth.	Grammar Schools Nos. 63, 64, 65 and 66, and Primary Schools Nos. 45, 46, 47 and 48.....	1,664	17,945 69
		105,196	\$1,134,503 91
	Normal College, including the Train- ing Department.....	2,178	23,489 00
	Nautical School.....	76	819 64
	Colored Schools.....	386	4,162 88
		107,836	\$1,162,975 43



## CORPORATE SCHOOLS.

NAME.	Average Attend- ance.	Amount Apportioned.
The New York Orphan Asylum School. Consolidated Act, Sec. 1,066, p. 43, Manual.....	162	\$1,747 12
The Roman Catholic Orphan Asylum School (three branches). Consolidated Act, Sec. 1,066, p. 43, Manual.....	820	8,843 43
The Schools of the Protestant Half Orphan Asylum. Consolidated Act, Sec. 1,066, p. 43, Manual.....	191	2,059 87
The School of the Association for the Benefit of Colored Orphans. Consolidated Act, Sec. 1,066, p. 43, Manual.....	229	2,469 69
The School of the Leake and Watts Orphan House. Consolidated Act, Sec. 1,066, p. 43, Manual.....	97	1,046 11
The Schools of the American Female Guardian Society. Consolidated Act, Sec. 1,066, p. 43, Manual.....	1,597	17,223 12
The School Established and Maintained by the New York Juvenile Asylum. Consolidated Act, Sec. 1,066, p. 43, Manual.....	683	7,365 93
The House of Reception of the New York Juvenile Asylum. Consolidated Act, Sec. 1,066, p. 43, Manual.....	91	981 40
The School Established and Maintained by the Ladies' Home Missionary Society of the Methodist Episcopal Church. Consolidated Act, Sec. 1,063, p. 41, Manual.....	363	3,914 83
The School Established and Maintained by the Five Points House of Industry. Consolidated Act, Sec. 1,063, p. 41, Manual.....	416	4,486 42
The Industrial Schools Established and Maintained under the Charge of the Children's Aid Society. Consolidated Act, Sec. 1,063, p. 41, Manual.....	3,195	34,457 01
The School of the Society for the Reformation of Juvenile Delinquents. Consolidated Act, Sec. 1,066, p. 43, Manual.....	928	10,008 17
The School, including the Country Branch thereof, Established and Maintained under the charge of the Nursery and Child's Hospital. Consolidated Act, Sec. 1,066, p. 43, Manual.....	188	2,027 52

NAME.	Average Attend- ance.	Amount Apportioned.
The School Established and Maintained by the New York Society for the Relief of the Ruptured and Crippled. Chap. 835, Laws of 1872, p. 46, Manual.	168	\$1,811 83
The School of the Hebrew Orphan Society. Chap. 23, Laws of 1874, p. 46, Manual.....	56	603 94
The School of the Association for Befriending Children and Young Girls. Chap. 598, Laws of 1880, p. 58, Manual.....	160	1,725 54
Total.....	9,344	\$100,771 93

## RECAPITULATION.

NAME.	Average Attend- ance.	Amount Apportioned
Ward Schools, Grammar and Primary.....	105,196	\$1,134,503 91
Normal College.....	2,178	23,489 01
Nautical School.....	76	819 64
Colored Schools.....	386	4,162 88
	107,836	\$1,162,975 44
Corporate Schools.....	9,344	100,771 93
Total.....	117,180	\$1,263,747 37

## SCHEDULE No. 7.

*To the Board of Education :*

The Finance Committee present herewith the Auditor's statement of the financial operations of the Board for the year eighteen hundred and eighty-four (1884).

The statement of the resources of the Board existing at the close of the year, includes the balances remaining of funds apportioned for the years 1880, 1881 and 1882, which in the accounts of the Board exhibit an aggregate of one hundred and six thousand two hundred and seventy-five dollars ; these balances have probably been transferred by the financial authorities to the credit of the general fund of the City, as provided by Section 207 of Consolidation Act, and are no longer available, or indeed required, for public school purposes. No official notice, however, of such transfer having been received, they are properly continued in the statement. The payments during the year, including those for account of preceding years, amount to four million one hundred and thirty-two thousand nine hundred and seven  $\frac{68}{100}$  dollars (\$4,132,907.68), and the appropriations for sites, buildings, etc., unpaid are seven hundred and thirty-three thousand four hundred and seven dollars (\$733,407), with obligations for current purposes, by present credits, of thirty-three thousand three hundred and seventeen dollars (\$33,317). To meet these obligations the Board has to its credit, including the amount from sales of bonds, funds to the amount of nine hundred and thirteen thousand eight hundred and thirty-three dollars (\$913,833).

Respectfully submitted,

ISAAC BELL,	}	<i>Finance Committee.</i>
DEWITT J. SELIGMAN,		
STEPHEN A. WALKER,		

For presentation.

*February 3, 1884.*

## FINANCIAL STATEMENT

*Of the Board of Education for the year 1884, with the transactions during the year, for account of the years 1880, 1881, 1882 and 1883.*

## RESOURCES.

For account of 1880—Balance per last report.....	\$28,625 62	
For account of 1881—Balance per last report.....	46,458 79	
For account of 1882—Balance per last report.....	36,495 65	
For account of 1883—Balance per last report, for general account*.....	43,273 33	
For account of 1883—Balance of Special Fund per last report.....	248,099 25	
		<hr/>
		\$402,952 64
Amount apportioned by the Board of Estimate and Apportionment for general purposes, and for the Corporate Schools for the year 1884.....	\$3,681,950 00	
Amount apportioned for Sites and New Buildings, etc., for 1884.....	750,000 00	
		<hr/>
	\$4,431,950 00	
Amount derived from the sale of City Bonds, by the Comptroller, as provided by Chap. 458 of the Laws of 1884.....	332,000 00	
		<hr/>
		4,763,950 00
		<hr/>
Total resources for the years named, per accounts of the Board.....		<hr/>
		\$5,166,902 64
		<hr/>

## PAYMENTS

IN 1884, BY VOUCHERS SENT TO THE COMPTROLLER, VIZ.:

*For Account of 1880.*

Erecting Building on Norfolk Street, extra work; amount of judgment in favor of Gibb & O'Reilly.	\$5,236 73
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\* Amount deposited with the City Chamberlain, May, 1884, for account of the Nautical School, for 1883, in addition to above, \$23.70.

*For Account of 1881.*

Incidental Expense—For repairs in Third Ward.....	\$8 10
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*For Account of 1882.*

For Salaries of Teachers in Ward Schools.....	\$10 38	
For Supplies, Depository Account.....	6 50	
For Incidental Repairs .....	48 31	
	<hr/>	60 19

*For Account of 1883.*

Erecting New Buildings, Contract payments and In-	
spectors .....	\$248,085 25
Erecting New Buildings, extra work.....	3,668 97
Repairing Buildings, \$6,172.85, apparatus, \$61.....	6,238 85
	<hr/>

Total Special Appropriations.....	\$257,983 07
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Contingent Repairs, by Committees, viz.:

To Buildings, Plumbing Work, etc....	\$1,577 48	
To Heating Apparatus.....	1,398-15	
To Furniture .....	740 15	
	<hr/>	3,715 78

Salaries of Teachers in Ward Schools..	\$2,326 10	
Salaries of Janitors in Ward Schools..	2,023 07	
Salaries of Normal College.....	87 12	
Salaries of Evening Schools.....	63 63	
Salaries of Colored Schools.....	24 61	
Salaries of Officers and Clerks.....	680 31	
Salaries of Truancy Agents.....	219 84	
Salaries of Clerks to Ward Trustees...	120 63	
	<hr/>	5,545 31

Depository Supplies.....	204 29	
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Incidental Expenses of Board of Educa-	
tion—Sundries .....	\$1,157 32
Printing Teachers' Manual .....	2,200 00
	<hr/>
	3,357 32

Incidental Expenses of Ward Schools	
by Trustees, repairs, all kinds....	\$5,567 37
Incidental Expenses, Normal College...	139 47
Incidental Expenses, Evening Schools..	182 14
Wages Shop Account.....	41 80
Rent of Building P. S. 6.....	750 00
	<hr/>
	6,680 78

Total for Account of 1883.....	\$277,486 55
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*For Account of the present year 1884.*

Alterations and Repairs of Buildings...	\$95,879	12
Alterations and Repairs of Heating Apparatus .....	6,940	00
Alterations and Repairs of Furniture..	5,426	50
Repairs of Heating Apparatus, Plumbing and Ventilation, by Committees	11,734	68
Plumbing Work, etc., Special.....	44,801	38
Furniture, new.....	41,281	75
Heating Apparatus, new.....	34,819	00
Iron Stairways, on account.....	1,579	00
<hr/>		
Paid from Reserve Fund.....	\$242,461	43
New Buildings, on account.....	\$79,000	00
Sites.....	148,142	00
Inspectors of New Buildings.....	1,143	00
<hr/>		
Paid from Special Fund.....	228,285	00
Salaries, Teachers in Ward Schools.....	2,525,102	77
Salaries, Janitors in Ward Schools.....	110,039	85
Salaries, Professors and others, in Normal College and Training Department.....	94,760	21
Salaries, Teachers and Janitors in Evening Schools..	80,341	64
Salaries, Teachers and Janitors in Colored Schools to 5th of May.....	6,688	62
Salaries, Officers and others, of Board of Education..	36,769	17
Salaries, City Superintendent and Assistants....	34,659	78
Salaries, Agents of Truancy, Compulsory Education.	12,914	50
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Support of the Nautical School, viz.:		
Officers and Crew, Wages.....	\$13,449	50
Provisions.....	6,329	85
Ship Chandlery.....	2,511	13
Towing and Pilotage.....	64	75
Drugs.....	176	08
Repairs to Ship "St. Marys"...	2,620	31
Oil.....	187	99
Sundries on Summer Cruise.....	904	95
Wharfage.....	764	40
Furniture....	18	45
<hr/>		
	27,027	41
Depository, Books, Stationery, for all Schools.....	139,181	86
Fuel, for all the Schools and Hall.....	84,728	88
Gas, for all the Schools and Hall.....	19,313	62
Shop, Wages and Materials.....	2,685	13

Pianos, for New Schools . . . . .	\$3,210 00	
Incidental Expenses of Ward Schools, current repairs to buildings, Furniture and Heating Apparatus..	24,597 00	
Incidental Expenses of the Board of Education, viz.:		
Printing Annual Report, Manual, Direc- tory, Minutes of Board, Blanks, etc., etc.....	\$6,490 77	
Blank Books and Stationery.....	228 00	
Searches and Surveys of Sites by Cor- poration Counsel.....	1,596 45	
Repairs to Hall and Furniture.....	822 12	
Supplies for Hall.....	186 62	
Transportation of Pupils in 24th Ward, Advertising, Cartage, Freight, Newspapers, labor, etc.....	1,685 25	
Delivering Supplies to the Schools, Postage, Assistant Inspector of Fuel, Assistant Draughtsmen, etc.....	4,951 55	
		15,910 76
Incidental Expenses of the Normal Col- lege, viz.:		
Repairs, Current, to Buildings, Furni- ture, etc... ..	\$3,080 29	
Printing and Stationery.....	814 31	
Supplies, Chemicals, etc., for Professors	2,307 08	
Care of Grounds, Shrubby, etc.....	431 05	
Sundries—Labor, Postage, Decorating, etc.....	980 97	
		7,613 70
Incidental Expenses of Evening Schools		174 90
Incidental Expenses of Colored Schools, to 5th of May.....		236 36
Salaries of Clerks to Ward Trustees, Sec. 60, By-Laws.....		2,210 75
Rents of School Buildings.....		28,927 78
Corporate Schools—State Apportion- ment, viz.:		
The New York Orphan Asylum.....	\$1,747 12	
The Roman Catholic Orphan Asylum..	8,843 43	
The Schools of the Protestant Half Orphan Asylum.....	2,059 87	
The School of the Association for the Benefit of Colored Orphans... ..	2,469 69	
The School of the Leake and Watts Orphan House.....	1,046 11	

The Schools of the American Female Guardian Society.....	\$17,223 12	
The School Established and Maintained by the New York Juvenile Asylum	7,365 93	
The House of Reception of the New York Juvenile Asylum.....	981 40	
The School Established and Maintained by the Ladies' Home Missionary Society of the Methodist Episcopal Church.....	3,914 83	
The School Established and Maintained by the Five Points House of Industry.....	4,486 42	
The Industrial Schools, Established and Maintained under the charge of the Children's Aid Society.....	34,457 01	
The School of the Society for the Reformation of Juvenile Delinquents..	10,008 17	
The School, including the Country Branch thereof, Established and Maintained under the charge of the Nursery and Child's Hospital.....	2,027 52	
The School Established and Maintained by the New York Society for the Relief of the Ruptured and Crippled	1,811 83	
The School of the Hebrew Orphan Society.....	603 94	
The School of the Association for Befriending Children and Young Girls.....	1,725 54	
	<hr/>	\$100,771 93
Buildings Contingent Fund, by Committees, viz.:		
Repairs of Buildings.....	\$13,270 16	
Repairs of Furniture.....	3,208 19	
Repairs of Heating Apparatus.....	3,681 71	
Sec. 53, Subdiv. 2.	<hr/>	20,160 06
Draughtsmen, Assistants to Superintendent of Buildings, Wages.....		1,393 00
	<hr/>	
For 1884, Total Payments, General Fund.....	\$3,621,831 11	
Special Fund.....	223,285 00	
	<hr/>	\$3,850,116 11
Total payments in 1884.....		<u>\$4,132,907 68</u>
Dec. 31, 1884.		



## SUMMARY

*Of the resources and expenditures in the year 1884, detailed in the above statement, and the balances remaining of the funds for the respective years named, as per the accounts of this Board.*

	Balances the 31st Dec., 1883.	Paid in 1884.	Balances with Comptroller.
For the year 1880.....	\$28,625 62	\$5,236 73	\$23,388 89
For the year 1881.....	46,458 79	8 10	46,450 69
For the year 1882.. ..	36,495 65	60 19	36,435 46
For the year 1883, general fund.....	43,273 33	29,401 30	13,872 03
“ “ “ special fund .....	248,099 25	248,085 25	14 00
	<hr/>	<hr/>	<hr/>
	\$402,952 64	\$282,791 57	\$120,161 07
For the year 1884.....	3,681,950 00	3,621,831 11	60,118 89
“ “ “ special fund.....	750,000 00	228,285 00	521,715 00
	<hr/>	<hr/>	<hr/>
	\$4,834,902 64	\$4,132,907 68	\$701,994 96
Amount derived from the sale of Bonds, per Chap. 458, Laws of 1884.....			<hr/>
			332,000 00
			<hr/>
			\$1,033,994 96
Balance of B'd of Education Building Fund, from 1882.....			<hr/>
			21,800 00
			<hr/>

## LIABILITIES.

*For Account of 1884.*

On Special Appropriations, viz.:

For six sites purchased, in 8th, 22d and 23d Wards, not yet conveyed.....	\$158,915 75	
For New Buildings, Furniture and Heating Apparatus, under contract.....	557,190 00	
	<hr/>	\$716,105 75
For Balances of sundry Appropriations for Fur- niture, Heating Apparatus, Repairs, etc., etc.,	\$17,302 32	
For Balance of Building Contingent Fund.....	11,840 00	
For Balance of Appropriation for Repairs, etc., by Trustees.....	14,403 00	
For Balance of Appropriation for Salaries of Teachers.....	3,258 61	

For Balance of Appropriation for Salaries of Clerks to Trustees.....	\$789 00	
For Supplies, Normal College, Evening Schools and Nautical School, estimated.....	3,026 00	\$50,618 93
Total, 1884.....		\$786,724 68
For Sundries for 1883, estimated.....		1,200 00

### APPROPRIATIONS.

FROM SPECIAL FUND OF \$750,000 APPORTIONED FOR PURCHASING  
AND PROCURING SITES FOR AND ERECTING NEW BUILDINGS,  
Etc., Etc.

For Site on West 10th Street, in 9th Ward.....	\$6,500 00
“ “ “ “ “ “ .....	12,000 00
“ 110th Street, in 12th Ward .....	33,142 00
“ 1st Street, in 17th Ward.....	25,000 00
“ Spuyten Duyvil, in 24th Ward.....	3,915 75
“ West 36th Street, in 20th Ward.....	28,000 00
“ 127th Street, in 12th Ward.....	7,500 00
“ west side of Ogden Avenue, in 23d Ward.....	12,500 00
“ north side 138th Street, east of Willis Avenue, in 23d Ward.....	17,500 00
“ 120th Street in 12th Ward.....	36,000 00
“ north side of Primary Department of G. S. 60, Courtland Avenue, 23d Ward.....	3,000 00
For Erecting Addition to G. S. Building No. 33, in 20th Ward.....	64,900 00
“ Erecting Building on 70th Street and 1st Ave- nue in 19th Ward.....	109,994 00
“ Erecting Building on 1st Street, in 17th Ward,	66,970 00
“ Erecting Addition to G. S. Building No. 61, in 23d Ward.....	82,367 00
“ Erecting Addition to G. S. Building No. 43, in 12th Ward.....	84,397 00
Erecting Building on West 10th Street, in 9th Ward.....	67,000 00
Erecting addition to G. S. Building No. 32, in 20th Ward.....	37,700 00

Heating Apparatus for G. S. 33, in 20th Ward.....	\$4,740 00	
Furnishing G. S. No. 33, in 20th Ward.....	5,233 00	
	<u>\$708,358 75</u>	
Paid Inspectors of Buildings, from this fund.....	1,143 00	
	<u>\$709,501 75</u>	
Balance appropriated and reserved for sundries, per Resolution of the Board, per Journal, pages 1020, 1021, and 1027, to be used in 1885.....		<u>\$40,498 25</u>

## BOND ACCOUNT.

Proceeds of sale of bonds, as provided by Chapter 458 of the Laws of 1884.....		\$332,000 00
Appropriations therefrom, viz.:		
For site on south side of 50th Street, in 22d Ward.	\$52,000 00	
" site on King Street, in 8th Ward.....	70,000 00	
" Erecting Building on East 110th Street, in 12th Ward.....	112,889 00	
	<u>234,889 00</u>	
Balance subject to future appropriations.....		<u>\$97,111 00</u>

STATEMENT IN DETAIL OF SPECIAL APPROPRIATIONS BY THE  
BOARD FROM THE RESERVE FUND OF 1884, AND PAYMENTS  
ON ACCOUNT.

	Appropriated.	Paid.
Furniture for G. S. No. 78.....	\$10,290 00	\$10,290 00
Furniture for G. S. No. 77.....	14,590 00	14,590 00
Furniture for G. S. No. 76.....	10,050 00	10,050 00
Heating Apparatus for G. S. No. 78.....	6,190 00	6,190 00
Heating Apparatus for G. S. No. 77.....	9,137 00	9,137 00
Heating Apparatus for G. S. No. 76.....	6,270 00	6,270 00
Erecting Iron Stairways on G. S. No. 68.....	1,579 00	1,579 00
Improving Plumbing and Ventilation, by Committee on Buildings.....	7,000 00	3,707 54
Plumbing Work, &c., on sundry Buildings, Journal, pp. 561, 562.....	44,772 78	44,756 38
Repairs, sundry Buildings. Painting, Furniture, etc., etc., Journal, pages 628, 629.....	78,855 00	78,855 00
New Sashes for G. S. No. 23, in 6th Ward .....	370 00	370 00

Widening Doors, for G. S. No. 57, in 12th Ward.....	\$975 00	\$975 00
Altering Heating Apparatus in G. S. No. 57 in 12th Ward .....	1,950 00	1,950 00
Alterations in Yard, &c., G. S. No. 40, in 18th Ward.	687 00	687 00
Removing and Re-building Closets, G. S. No. 50, in 18th Ward.....	2,985 00	2,985 00
Steam Heating Apparatus, G. S. No. 14, in 21st Ward.	6,993 00	6,993 00
Improving Drainage at G. S. No. 47, in 15th Ward...	3,670 00	3,670 00
Alterations, Heating Apparatus, G. S. No. 47, in 15th Ward.....	4,990 00	4,990 00
Steam Heating Apparatus, G. S. No. 34, in 18th Ward	5,329 00	5,329 00
Improving, Warming and Ventilation of Buildings, by Committee, on.....	10,000 00	8,027 14
Refurnishing Class-rooms, by Committee.....	2,000 00	565 00
Repairs at G. S. No. 34, in 18th Ward.....	290 00	290 00
Alterations, &c., of Premises 225, 227 West 41st Street, for G. S. No. 67, in 22d Ward.....	9,210 00	9,210 00
New Boilers, at G. S. No. 82, in 20th Ward.....	1,850 00	800 00
Alterations at G. S. No. 26, in 20th Ward.....	4,213 00	4,213 00
Extra work, sundry Contracts, Journal, 846.....	3,684 44	3,684 44
Extra work, sundry Contracts, Journal. 850.....	808 19	808 19
Extra work, G. S. No. 34, 18th Ward.....	100 00	100 00
Fitting up Premises No. 626 Washington Street, for P. S., No. 7.....	2,319 00	1,000 00
Furniture for Sundries, by Committee.....	1,600 00	
Iron Stairways at G. S. No 57, in 12th Ward.....	3,333 00	
Alterations at G. S. No. 68, in 12th Ward.....	1,893 00	
Furniture for G. S. No. 57, in 12th Ward.....	732 00	
Water Closets, G. S. No. 63, in 24th Ward.....	675 00	
Extra work, Plumbing, P. S. No. 14.....	121 80	121 80
Extra work, Plumbing, G. S. No. 50..	30 30	30 30
Extra work, Furniture, G. S. No. 76.....	91 75	91 75
Extra work, Drainage, G. S. No. 47 .....	112 39	112 39
Extra work, Furniture, G. S. No. 42.....	33 50	33 50
	<hr/>	<hr/>
	\$259,780 15	
Less deduction on P. S. 10.....	16 40	
	<hr/>	<hr/>
	\$259,763 75	\$242,461 43
Unpaid.....		<hr/>
		\$17,302 32

## SCHEDULE NO. 8.

*Showing the Expenses incurred in the Evening Schools for Salaries, Supplies through the Depository, Repairs, Gas Fitting, etc., for the year ending December 31, 1884.*

Salaries of Teachers and Janitors .....	\$80,341 64
Miscellaneous, including Repairs.....	105 52
Supplies.....	59 03
Books, Maps, etc., through the Depository.....	5,477 73
Printing.....	10 35
Total.....	<u>\$85,994 27</u>

*Showing the Expenses incurred in the Colored Schools for Salaries, Supplies, through the Depository, Repairs, Fuel, Gas, etc., to May 5.*

Salaries of Teachers and Janitors.....	\$6,638 62
Repairs and Furniture .....	236 36
Gas.....	107 32
Fuel .....	274 98
Supplies through the Depository.....	299 70
Total.....	<u>\$7,556 98</u>

# SCHEDULE No. 9.

*Showing Payments of Salaries of Teachers and Janitors of Grammar and Primary Schools, and Clerks of Boards to Trustees, by Wards, for 1884.*

WARDS.	CLERKS' SALARIES.	SPECIAL.	REGULAR.	TOTAL TEACHERS.	JANITORS.	TOTAL.
First.....	.....	\$1,305 41	\$24,183 08	\$25,488 49	\$1,300 00	\$26,788 49
Second.....	.....	82 00	2,223 82	2,305 82	442 00	2,747 82
Third.....	.....	88 00	2,505 39	2,593 39	442 00	3,035 39
Fourth.....	\$38 44	1,610 57	39,137 89	40,748 46	2,161 00	42,942 90
Fifth.....	50 93	706 50	39,159 40	39,865 90	1,690 00	41,606 83
Sixth.....	.....	2,144 14	49,556 83	51,700 97	2,821 00	54,521 97
Seventh.....	85 62	2,385 09	86,305 70	88,690 79	3,716 52	92,492 93
Eighth.....	63 55	2,029 41	55,407 95	57,437 36	2,535 00	60,035 91
Ninth.....	115 88	1,937 81	120,085 26	122,023 07	5,574 20	127,713 15
Tenth.....	143 73	4,161 26	149,943 26	154,104 52	5,051 00	159,299 25
Eleventh.....	142 03	4,011 45	157,916 29	161,927 74	6,201 00	168,270 77
Twelfth.....	239 96	8,264 26	277,102 60	285,366 86	12,898 69	298,505 51
Thirteenth.....	109 86	3,018 54	104,697 51	107,716 05	4,238 00	112,063 91
Fourteenth.....	26 64	2,168 19	46,060 48	48,228 67	2,665 00	50,920 31
Fifteenth.....	74 88	3,550 46	78,232 35	81,772 81	3,051 00	84,898 69
Sixteenth.....	92 62	3,028 67	98,409 22	101,437 89	4,779 33	106,309 84
Seventeenth.....	158 48	2,568 98	169,639 95	172,228 93	6,963 00	179,340 41
Eighteenth.....	79 54	1,345 19	72,982 74	74,327 93	4,554 33	78,961 80
Nineteenth.....	240 90	6,575 46	273,181 59	279,757 05	10,450 10	290,448 05
Twentieth.....	129 42	2,949 72	127,045 12	129,994 84	5,228 00	135,352 26
Twenty-first.....	108 88	2,836 53	111,127 32	113,963 85	4,513 00	118,585 73
Twenty-second.....	178 63	6,505 29	241,359 36	247,864 65	8,478 62	256,521 90
Twenty-third.....	83 32	2,587 38	78,992 80	81,580 18	4,860 06	86,523 56
Twenty-fourth.....	52 44	2,404 10	51,572 45	53,976 55	5,437 00	59,465 99
Total.....	\$2,210 75	\$68,284 41	\$2,456,818 36	\$2,525,102 77	\$110,039 85	\$2,637,353 37

**SCHEDULE No. 10.**

*Containing Location, Size of Lot, Date of Erection of each School Building, and Estimated Value.*

(Grammar Schools.	LOCATION.	Size of Lot.	Value of Lots.	Size of Main B.-lding.	No. of Stories.	No. of Wings.	Size of Wings.	Value of Buildings.	Date of Erection.	Altered or Rebuilt.
No. 1	Vandewater street, near Pearl.	75 by 97½ feet..	\$30,000	45 by 91 feet.	4	4	15 by 26 feet.	\$70,000	1863	.....
2	Henry street, near Pike.....	100 by 100 "	40,000	42 by 94 "	3	4	16½ by 25 "	80,000	1811	{1855 1874
3	{ Hudson street, cor. Grove... Bedford street, near Grove...	71 by 110 25 by {148 64½ av."	41,000	48 by 116 "	4	{1 1	23 by 26½ " 9 by 38½ "	100,000	1821	.....
4	Rivington street, near Ridge... On Ridge street.....	75 by 100 " 20 by 50 "	32,000	45 by 100 "	4	4	1 20 by 50 " 4 15 by 33 "	90,000	1819	1864
5	Mott street, near Prince. ....	75 by 100 "	18,000	45 by 90 "	3	2	5 by 23 " 8 by 14 "	55,000	1822	{1855 1868
6	Randall's Island.....	.....	.....	45 by 105 "	.....	.....	.....	.....	.....	.....
7	Chrystie street, near Heeter....	{75 by 100 " 25 by 50 "	35,000	40 by 94 "	3	{1 1	23. by 40 " 18 by 30 "	50,000	1826	{1868 1876
8	Grand street, near Wooster....	75 by 100 "	45,000	45 by 94 "	4	4	15 by 26 "	70,000	1826	1863
9	82d street, cor. 11th avenue....	100 by 100 "	18,000	31 by 96 "	2	{1 1	28 by 25 " 19 by 63 "	20,000	1880	{1847 1876
10	Wooster street, near Bleecker...	75 by 100 "	45,000	43 by 91 "	4	2	16 by 22 " 2 by 26 "	70,000	1823	1859
11	17th street, near 8th avenue....	100 by 111 av.	40,000	80 by 100 "	4	1	9 by 19 "	100,000	1823	1854
12	Madison street, near Jackson...	100 by 95 "	40,000	42 by 85 "	3	4	25 by 25 "	80,000	1834	{1866 1868
13	Houston street, near Norfolk...	100 by 100 "	50,000	50 by 96 " 2 stories	4	4	25 by 27½ " 25 by 25 "	100,000	1833	{1866 1868
14	{27th street, near 2d avenue... {On 28th street.....	125 by 98½ " 100 by 98½ "	63,000	55 by 128 " 2 stories 55 by 99 " 53 by 63 "	4	{1 1	24 by 29 " 8 by 38 " 8 by 14 "	140,000	1849	1859
								32,000	1879	.....

No. 15	5th street, near Avenue D.....	90 by 98	feet.	\$32,000	42 by 96	feet.	4	{ 2 24 by 28 feet. 2 24 by 28 2 24 by 28 2 25 by 28 2
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Grammar Schools.	Location.	Size of Lot.	Value of Lots.	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wings.	Value of Buildings.	Year of Erection.	Altered or Rebuilt.
No. 36	9th street, near Avenue C.....	100 by 100 feet	\$40,000	50 by 95 feet.	4	{ 2	25 by 28 feet.	\$30,000	1847	{ 1866
37	{ 87th street, near 4th avenue..	104½ by 100½ "	"	"	"	{ 2	25 by 26 "	"	"	{ 1868
	{ 88th " " "	81 by 100½ "	"	"	"	{ 2	13 by 16 "	"	"	{ 1876
38	Clark street, near Broome.....	100 by 90 "	44,000	50 by 90 "	4	{ 2	26 by 48 "	70,000	1863	{ 1876
39	126th street, near 2d avenue....	183½ by 99½ "	"	"	"	{ 2	12½ by 26 "	75,000	1847	{ 1875
40	23d street, near 2d avenue.....	97½ by 98½ "	47,000	50 by 85 "	3	{ 2	37½ by 26 "	90,000	1849	{ 1866
41	{ Greenwich ave., opposite	75 by 119 "	56,000	48 by 95½ "	4	{ 2	25 by 29 "	100,000	1865	{ 1869
	{ Charles street.....	75 by 166 "	30,000	48 by 75 "	4	{ 1	24½ by 47½ "	95,000	1880	{ 1887
42	{ Allen street, near Hester.....	98 by 76 "	50,000	{ 44 by 76 "	4	1	50 by 87 "	100,000	1880	{ 1886
	{ Hester street, near Allen.....	38 by 76 "	32,000	{ 38 by 70 "	3	4	18 by 23 "	100,000	1887	{ 1860
43	10th avenue, cor. 129th street..	200 by 96½ "	"	45 by 70 "	4	1	15 by 20 "	40,000	1884	{ 1866
44	{ North Moore st. cor. Varick..	87½ by 75 "	62,000	47 by 80 "	4	{ 2	17 by 23 "	90,000	1881	{ 1866
	{ W. B'way, n. Franklin st....	25 by 75 "	"	"	"	{ 1	14 by 25 "	"	"	{ 1866
45	24th street, near 7th avenue....	125 by 98½ "	36,000	50 by 95 "	4	{ 2	17 by 25 "	90,000	1881	{ 1869
46	156th st., cor. St. Nicholas ave..	199½ by 100 "	40,000	53 by 90 "	2	2	18 by 25 "	45,000	1882	{ 1860
47	12th street, near Broadway.....	100 by 96av.	60,000	45 by 100 "	4	2	25 by 50 "	90,000	1885	{ 1874
48	28th street, near 6th avenue....	110 by 98½ "	36,000	45 by 81 "	4	{ 2	24 by 26½ "	105,000	1884	{ 1866
49	{ 37th street, near 2d avenue....	100 by 125 "	35,000	{ 2 stories	4	{ 2	26½ by 39 "	"	"	{ 1866
	{ 38th " " "	28½ by 128 "	"	50 by 125 "	"	{ 2	20 by 40 "	110,000	1885	{ 1865
50	20th street, near 3d avenue.....	100 by 92 "	40,000	{ 2 stories	3	{ 2	25 by 37½ "	28,000	1881	{ 1865
51	44th street, near 10th avenue...	125 by 100½ "	22,000	50 by 110 "	4	1	28 by 20 "	100,000	1885	{ 1865
52	Kingsbridge road, n. 206th st..	100 by 200 "	15,000	100 by 64 "	4	{ 2	25 by 50 "	115,000	1888	{ 1874
53	79th street, near 3d avenue.....	100 by 100½ "	24,000	43 by 94 "	4	{ 2	24 by 24½ "	60,000	1887	{ 1879
				41 by 75 "	3	{ 1	25 by 27 "	90,000	1887	{ 1865
				45 by 99 "	4	{ 3	15 by 20 "	90,000	1880	{ 1865
						{ 2	27½ by 26 "	"	"	{ 1865
						{ 3	26 by 19½ "	"	"	{ 1865

No.	Section	Area	Length	Width	Depth	Volume	Weight	Value	Notes
54	10th avenue, cor. 104th street...	100 $\frac{1}{2}$ by 125	125	100	125	15,625	156,250	\$15,625	
55	20th street, near 7th avenue...	90 $\frac{1}{2}$ by 92	92	90	92	7,716	77,160	\$7,716	
56	18th street, near 8th avenue...	100 by 92	92	100	92	9,200	92,000	\$9,200	
57	115th street, near 3d avenue...	170 by 100	100	170	100	17,000	170,000	\$17,000	
58	53d street, near 8th avenue...	125 by 100 $\frac{1}{2}$	100 $\frac{1}{2}$	125	100 $\frac{1}{2}$	12,656	126,560	\$12,656	
59	57th street, near 3d avenue...	100 by 100 $\frac{1}{2}$	100 $\frac{1}{2}$	100	100 $\frac{1}{2}$	10,050	100,500	\$10,050	
60	College avenue, cor. 145th st., Triangular..... { Primary Department Court- land avenue, near 148th street, Triangular.....	125 by 174 by 200	200	125	174	43,740	437,400	\$43,740	
61	3d avenue, near 150th street...	200 by 211	211	200	211	21,100	211,000	\$21,100	
62	3d avenue, near 157th street...	230 by 170	170	230	170	39,100	391,000	\$39,100	
63	3d avenue, cor. 173d street...	250 by 150	150	250	150	37,500	375,000	\$37,500	
64	Thomas avenue, near Sanford street, Fordham.....	100 by 300	300	100	300	30,000	300,000	\$30,000	
65	Locust avenue, West Farms.	250 by 331 by 305	305	250	331	82,875	828,750	\$82,875	
66	Kingsbridge.....	51 by 115 by 115	115	51	115	6,008	60,080	\$6,008	
67	1st street near 7th avenue...	100 by 98 $\frac{1}{2}$	98 $\frac{1}{2}$	100	98 $\frac{1}{2}$	9,850	98,500	\$9,850	
68	128th street, near 6th avenue...	150 by 99 $\frac{1}{2}$	99 $\frac{1}{2}$	150	99 $\frac{1}{2}$	14,925	149,250	\$14,925	
69	127th street, near 6th avenue...	25 by 99 $\frac{1}{2}$	99 $\frac{1}{2}$	25	99 $\frac{1}{2}$	2,488	24,880	\$2,488	
70	54th street, near 6th avenue...	100 by 100 $\frac{1}{2}$	100 $\frac{1}{2}$	100	100 $\frac{1}{2}$	10,050	100,500	\$10,050	
71	75th street, near 3d avenue...	100 by 102 $\frac{1}{2}$	102 $\frac{1}{2}$	100	102 $\frac{1}{2}$	10,250	102,500	\$10,250	
72	7th street, near Avenue B.....	100 by 90 $\frac{1}{2}$	90 $\frac{1}{2}$	100	90 $\frac{1}{2}$	9,050	90,500	\$9,050	
73	Lexington av., 105th to 106th st.	201 $\frac{1}{2}$ by 105	105	201 $\frac{1}{2}$	105	21,169	211,690	\$21,169	
74	46th street, near 3d avenue...	99 $\frac{1}{2}$ by 100 $\frac{1}{2}$	100 $\frac{1}{2}$	99 $\frac{1}{2}$	100 $\frac{1}{2}$	9,975	99,750	\$9,975	
75	53d street, near 3d avenue...	125 by 138	138	125	138	17,100	171,000	\$17,100	
76	Norfolk street, near Hester...	100 $\frac{1}{2}$ by 100	100	100 $\frac{1}{2}$	100	10,050	100,500	\$10,050	
77	Lexington av., cor. 68th street...	100 $\frac{1}{2}$ by 125	125	100 $\frac{1}{2}$	125	12,656	126,560	\$12,656	

Primary Schools.	Location.	Size of Lot.	Value of Lots.	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wing.	Value of Buildings.	Date of Erection	Rebuilt or A tered
No. 77	First av., 86th and 88th streets.	204½ by 94 feet.	\$62,500	54 by 204½ feet	4	1	33½ by 50av. feet.	\$160,000	1883	.....
	78 Avenue A, 119th street.....	100½ by 138 "	20,000	56 by 132 "	4	{ 1	38 by 49av. " }	128,000	1888	.....
	79 First street, near 2d avenue.....	80 by 45av.	25,000			{ 1	24 by 36av. " }			.....
	80 42d street, near 8th avenue.....	Leased.								.....
	81 17th street, near 8th avenue.....	25 by 95 "	8,000	25 by 62 "	3	1	11 by 28 "	12,000	1840	.....
	82 First avenue, cor. 70th street.....	100 by 100½ "	20,000							.....
	88 110th street, near 3d avenue.....	140 by 100½ "	33,142							.....
NORMAL COLLEGE.										
	4th avenue, Lexington avenue, 68th and 69th streets.....	.....	.....	78 by 125 "	4	1	80 by 177½ "	320,000	{ 1871 1872 }	.....
	TRAINING DEPARTMENT OF NORMAL COLLEGE	200½ by 405 "	255,000							.....
	Lex avenue, 68th and 69th sts. 167th street, bet. Washington and Courtland avenues.....	.....	.....	50 by 120 "	4	{ 2 1	9 by 22 " } 11½ by 23 " }	100,000	1873	1878
	120th street, near 6th avenue....	100 by 196 "	9,000	Not built upon.						.....
		176 by 100½ "	36,000	Not built upon.						.....
PRIMARY SCHOOLS.										
No. 1	Indlow street, near Delancey...	75 by 87½ "	25,000	45½ by 87½ "	4	4	14½ by 29½ "	70,000	1843	1872
	Bayard street, near Baxter....	Leased.								.....
	3 Cannon street, near Stanton....	25 by 100 "	8,000	25 by 45 "	3	4		12,000	1889	.....
	4 42d East 16th street.....	76 by 92 "	34,009	45½ by 87 "	3	{ 2 2	14½ by 28 " } 14½ by 31 " }	60,000	1872	.....
	5 4th street, near Avenue C.....	49½ by 96 "	18,000	36 by 94 "	3	4	6½ by 22 "	40,000	1887	.....
	6 15 and 17 East 3d street.....	Leased.								.....
	7 West 10th street, n. Washington	76 by 95 "	25,500	25 by 71 "	3	1	11 by 24 "	12,000	1844	.....
	8 Mott street, near Bayard.....	60 by 94 "	20,000	36 by 90 "	3	4	7 by 22 "	40,000	1867	.....
	9 1st street, near 2d avenue.....	25 by 45 "	35,000	45 by 95 "	4	1	25 by 61 "	60,000	1875	.....
	10 Cannon street, near Broome....	63 by 132 "	21,000	57 by 73 "	3	1	21 by 31 "	30,000	1865	.....
	11 Vestry street, near Hudson....	75 by 100 "	25,000	88 by 93 "	4	4	6½ by 20 " } 8 by 14 " }	50,000	1868	.....
	13 85 Roosevelt street.....	71½ by 61 "	25,000	50 by 61 "	3	2	10½ by 17 "	40,000	1868	.....

No. 13 Downing street, near Blecker..																			
	76	by	75	feet.															
14 Oliver street, near Oak.....	71	by	100	"	\$15,000	48½ by 70 feet.	3	4	18½ by 24	"								1899	.....
15 68 Pearl street.....	18	by	81 av.	"	30,000	40 by 92 "	3	{ 2	9 by 20	"								1880	.....
16 32d street, near 3d avenue.....	100	by	98½	"	10,000	18 by 62½ "	5	{ 2	9 by 19	"								.....	1881
18 Waverley place, n. Bank street.	60	by	66	"	24,000	60 by 94 "	3	{ 2	15 by 40	"								1898	.....
20 Broome street, near Clinton...	{ 60 by 88			"	9,000	36 by 66 "	2	{ 2	15 by 31	"								1889	1877
22 1st avenue, cor. 9th street.....	{ 84½ by 40½			"	27,000	36 by 88 "	3	4	7 by 18½	"								1889	1869
24 Horatio street, near 9th avenue.	98 by 100			"	45,000	42 by 100 "	3	2	14 by 21	"								1843	1880
26 Greenwich street, near Charlton	Leased.			"															
28 12th street, near Avenue B.....	60 by 87½			"	15,000	36 by 87 "	3	4	7 by 22	"								1868	.....
30 37th street, near 11th avenue....	25 by 100			"	10,000	36 by 62 "	3	1	11 by 28	"								12,000	1846
32 20th street, near 1st avenue....	88 by 103			"	26,000	45 by 97 "	.....	{ 2	17½ by 24	"								50,000	1862
34 19th street, near 1st avenue....	76 by 107			"	18,000	40 by 90 "	3	2	9 by 25	"								60,000	1854
36 Ward's Island.....	80 by 99			"	26,000	60 by 95 "	3	2	9 by 25	"								40,000	1868
38 31st street, near Avenue C.....	88 by 92			"	22,000	40 by 90 "	2	2	21½ by 35	"								30,000	1861
40 32d street, near 11th avenue....	60 by 106			"	25,000		.....											40,000	1867
42 165th street, east of Southern	200 by 100			"	30,000	78 by 40 "	1	2	15 by 20	"								20,000	1868
44 Boulevard (Springhurst).....	Leased.			"															
46 Pearl street, near Beckman.....	25 by 100			"	20,000	25 by 46 "	3	{ 1	9 by 11	"								12,000	1873
48 1st avenue, near 54th street....	Leased.			"															
50 Monroe street, near Market....	60 by 142½			"	20,000	36 by 122 "	3	{ 2	7 by 20	"								45,000	1863
52 67 Warren street.....	Leased.			"															
54 Norfolk street, near Rivington..	{ 60 by 100			"	13,000	40 by 90 "	4	2	25 by 30 av.	"								52,000	1881
56 Norfolk street, near Rivington..	{ 25 by 100			"															
58 41 58th street, near 10th avenue...	Leased.			"															
60 88th street, near 2d avenue....	100 by 100½			"	23,500	61½ by 90½ "	4	{ 2	18 by 27½	"								56,000	1877
62 Highbridge av., cor. H. B. street	Leased.			"															
64 Concord avenue, cor. 145th st...	76 by 142 by 116			"	2,500	25 by 34 "	1	1	16 by 24	"								2,500	1862
66 Mount Hope.....	100 by 100			"	3,200	35 by 75 "	1											11,000	1867
68 Spuyten Duyvil.....	100 by 100			"	1,000	47 by 55 "	2	1	25 by 26	"								9,000	.....
70 Moshulu.....	59 by 100			"	500	28 by 62½ "	1											2,500	.....
72 48 Woodlawn.....	145 by 170 by 122			"	1,500	28 by 40 "	2											4,500	.....
74 Leased.				"															
Total.....					\$3,673,345													\$7,983,500	

## SCHEDULE No. 11.

*The following is an Exhibit of the moneys apportioned for the support of Common Schools for the past ten years :*

1875 .....	\$3,653,000
1876 .....	3,753,000
1877 .....	3,553,000
1878 ....	3,400,000
1879 .....	3,400,000
1880 .....	3,500,000
1881 .....	3,620,095
1882 .....	3,500,000
1883 .....	3,873,723
1884 .....	4,431,950

# SCHEDULE No. 12.

*Statement showing the Number of Classes and Class Rooms, Average Attendance, and Seating Capacity in the several Schools.*

WARDS.	School Nos.	GRAMMAR—BOYS,					GRAMMAR—GIRLS.					PRIMARY.				
		No. of Classes.	No. of Class Rooms.	Average Attendance, 1894.	SEATING CAPACITY (Surface Measure).		No. of Classes.	No. of Class Rooms.	Average Attendance, 1894.	Class Rooms.	Main Rooms.	No. of Classes.	No. of Class Rooms.	Average Attendance, 1894.	Class Rooms.	Main Rooms.
					Class	Seating Capacity										
1s. ....	G. 29 P. 15	6	7	160	287	138	4	6	122	246	138	10	9	450	538	189
2d. ....	P. 34											3	5	94	332	64
3d. ....	P. 37											3	4	70	212	100
4th. ....	G. 1 P. 12 P. 14	9	8	315	322	188	9	8	323	322	188	9	8	425	519	174
												6	11	248	520	126
												7	9	333	608	198

WARDS.	School Nos.	GRAMMAR—BOYS.					GRAMMAR—GIRLS.					PRIMARY.				
		No. of Classes.	No. of Class Rooms.	Average Attendance, 1884.	SEATING CAPACITY (Surface Measure).		No. of Classes.	No. of Class Rooms.	Average Attendance, 1884.	SEATING CAPACITY (Surface Measure).		No. of Classes.	No. of Class Rooms.	Average Attendance, 1884.	SEATING CAPACITY (Surface Measure).	
					Class Rooms.	Main Rooms.				Class Rooms.	Main Rooms.				Class Rooms.	Main Rooms.
5th.....	G. 44 P. 11*	11	10	368	422	90	10	10	324	284	226	8	10	592	628	160
		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	336	655	405
6th.....	G. 23† G. 24 P. 2 P. 8	11	12	171	455	126	11	15	183	617	274	8	10	380	475	.....
		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	278	373	110
		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	280	329	116
		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	443	519	228
7th.....	G. 2 G. 12 G. 31† P. 36	11	10	377	416	82	12	10	413	400	82	17	14	916	806	130
		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	713	860	73
		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	387	715	372
		.....	.....	.....	.....	.....	8	7	264	259	146	11	14	559	787	240
8th.....	G. 9 G. 38 P. 25	5	7	141	223	180	5	6	115	216	180	10	10	433	618	204
		.....	.....	.....	.....	.....	10	10	356	377	201	14	12	753	694	170
		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	7	322	338	126

9th.....	G. 31 G. 16 G. 41 P. 7 P. 13 P. 18 P. 24	3 13 13 ..... ..... ..... .....	9 13 ..... ..... ..... ..... .....	646 456 ..... ..... ..... ..... .....	395 638 ..... ..... ..... ..... .....	243 180 ..... ..... ..... ..... .....	13 19 ..... ..... ..... ..... .....	9 20 ..... ..... ..... ..... .....	571 694 ..... ..... ..... ..... .....	395 945 ..... ..... ..... ..... .....	242 275 ..... ..... ..... ..... .....	13 12 10 8 14 14 16	6 9 10 10 14 14 14	784 267 548 416 642 335 776	711 643 624 304 786 323 635	240 264 186 148 186 114 160
10th.....	G. 7 G. 20 G. 42 G. 75 P. 1	7 14 42 14 1	7 14 14 14 .....	265 580 ..... 599 .....	308 634 87 ..... .....	105 ..... 35 ..... .....	7 14 15 ..... .....	7 14 17 ..... .....	238 517 567 ..... .....	308 634 551 ..... .....	105 ..... ..... ..... .....	14 18 27 15 26	13 16 26 14 28	750 1,004 1,467 852 1,218	798 1,088 1,493 1,184 1,624	154 165 142 40 124
11th.....	G. 15 G. 22 G. 36 G. 71 P. 3 P. 5 P. 31	15 22 36 71 3 5 31	14 12 10 ..... ..... ..... .....	534 446 353 ..... ..... ..... .....	639 510 529 ..... ..... ..... .....	70 105 100 ..... ..... ..... .....	13 10 14 ..... ..... ..... .....	11 10 16 ..... ..... ..... .....	483 384 514 ..... ..... ..... .....	510 529 838 ..... ..... ..... .....	105 100 43 ..... ..... ..... .....	15 17 17 17 9 13 15	15 17 14 18 8 13 12	782 915 880 887 395 567 755	830 1,081 1,042 1,316 348 742 548	100 154 146 63 120 186 228
12th.....	G. 6 G. 37 G. 39 G. 43 G. 46	6 37 39 43 46	17 18 11 10 8	617 381 236 337 .....	61 775 128 303 .....	68 198 100 90 .....	15 (Mixed 9	10 8	613 Grammar.) 350	525 ..... ..... .....	68 ..... 54 .....	4 18 21 7	5 14 15 5	171 1,160 1,048 367	318 1,092 1,012 300	190 98 238 146

† Janitor's three rooms.

† Including basement.

\* 4th story vacant.



WARDS.	GRAMMAR—BOYS.										GRAMMAR—GIRLS.					PRIMARY.				
	School Nos.		No. of Classes.	No. of Class Rooms.	Average Attendance, 1884.	SEATING CAPACITY (Surface Measure).		No. of Classes.	No. of Class Rooms.	Average Attendance, 1884.	Class Rooms.	Main Rooms.	SEATING CAPACITY (Surface Measure).	No. of Classes.	No. of Class Rooms.	Average Attendance, 1884.	Class Rooms.	Main Rooms.	SEATING CAPACITY (Surface Measure).	
						Class Rooms.	Main Rooms.													
12th.....	G. 52	2	12	62	384	363		(Mixed)						9	6	437	426	208		
	G. 54	8	6	260	240	247								21	17	1,146	1,165	345		
	G. 57	18	16	834	724	100						25		17	16	1,047	1,100	260		
	G. 68	17	13	796	636	25						98		33	28	2,004	1,936	142		
	G. 72	.....	.....	.....	.....	.....								23	25	879	1,430	.....		
	*G. 78	.....	.....	.....	.....	.....								3	2	66	312	.....		
13th.....	P. 30	.....	.....	.....	.....	.....								3	4	120	226	184		
	P. 32	.....	.....	.....	.....	.....								15	14	699	711	74		
	P. 42	.....	.....	.....	.....	.....														
	G. 4	13	13	544	518	82								14	13	879	855	120		
	G. 34	12	10	478	424	184								13	12	765	725	116		
14th.....	P. 10	.....	.....	.....	.....	.....								11	11	554	795	276		
	P. 20	.....	.....	.....	.....	.....								15	13	766	648	195		
	P. 40	.....	.....	.....	.....	.....								17	20	910	1,461	57		
14th.....	G. 5	5	6	120	276	163								8	8	395	482	236		
	G. 21	5	7	158	290	190								9	7	447	536	183		
	G. 30	.....	.....	.....	.....	.....								8	8	382	498	134		

\* Including branch.

15th ...	G. 10	8	11	261	427	24	8	7	222	293	234	11	9	549	600	136
	G. 35	20	20	776	995	52	15	12	516	662	400	10	10	462	704	76
	G. 47	...	...	...	...	...	...	...	...	...	...	9	8	413	613	289
16th ...	G. 11	8	12	276	618	560	15	15	558	637	352	13	12	662	880	171
	G. 45	...	...	...	...	...	15	15	558	637	352	13	12	662	880	171
	G. 55	15	13	920	644	88	14	14	515	578	306	11	11	663	772	272
	G. 56	...	...	...	...	...	14	14	515	578	306	14	11	649	881	228
	G. 81	4	6	154	185	72	(Mixed)	...	...	...	...	...	...	707	786	280
17th ...	G. 13	15	11	609	487	120	13	11	562	487	120	22	13	1,251	819	86
	G. 19	12	7	466	352	282	12	7	470	352	282	18	11	903	784	332
	G. 25	14	10	550	391	241	14	10	606	391	241	16	10	1,004	644	272
	P. 6	...	...	...	...	...	...	...	...	...	...	6	6	264	428	58
	P. 9	...	...	...	...	...	...	...	...	...	...	14	22	652	1,005	292
	P. 22	...	...	...	...	...	...	...	...	...	...	12	13	551	876	172
	P. 23	...	...	...	...	...	...	...	...	...	...	6	7	301	379	58
	P. 26	...	...	...	...	...	...	...	...	...	...	15	14	733	1,051	200
18th ...	G. 40	18	16	698	514	350	14	15	518	661	382	10	11	464	758	165
	G. 50	...	...	...	...	...	...	...	...	...	...	7	10	350	644	156
	P. 4	...	...	...	...	...	...	...	...	...	...	10	16	523	1,026	244
	P. 28	...	...	...	...	...	...	...	...	...	...	12	15	584	980	200
	P. 29	...	...	...	...	...	...	...	...	...	...	10	10	473	532	236
19th ...	G. 18	12	13	592	504	33	12	12	523	504	33	16	16	837	990	43
	G. 27	11	11	357	472	44	...	...	...	...	...	14	16	661	947	57
	G. 53	...	...	...	...	...	18	18	879	758	46	21	19	1,205	1,205	150
	G. 59	...	...	...	...	...	20	16	837	668	247	24	19	1,348	1,159	360

WARDS.	School Nos.	GRAMMAR—BOYS.					GRAMMAR—GIRLS.					PRIMARY.				
		No. of Classes.	No. of Class Rooms.	Average Attendance, 1884.	SEATING CAPACITY (Surface Measure)		No. of Classes.	No. of Class Rooms.	Average Attendance, 1884.	SEATING CAPACITY (Surface Measure)		No. of Classes.	No. of Class Rooms.	Average Attendance, 1884.	Class Rooms.	Main Rooms.
					Class Rooms.	Main Rooms.				Class Rooms.	Main Rooms.					
19th.	G. 70	20	20	990	1,032	100	11	14	394	901	37	20	15	1,350	1,201	290
	G. 73	21	22	896	1,268	40	14	20	505	1,000	...	19	15	1,015	1,238	54
	G. 74	21	22	896	1,268	40	14	20	505	1,000	...	27	24	1,548	1,974	57
	G. 76	14	16	507	800	...	12	16	400	800	...	18	15	866	900	...
	G. 77	14	16	507	800	...	12	16	400	800	...	22	22	1,325	1,320	...
	P. 35	...	...	...	...	...	...	...	...	...	...	20	20	1,027	1,888	186
20th.	G. 26	14	14	560	744	405	...	...	...	...	...	13	13	592	1,020	370
	G. 32	16	12	714	550	338	...	...	...	...	...	22	17	1,129	1,178	210
	G. 33	...	...	...	...	...	16	10	649	400	357	19	12	1,085	957	232
	G. 48	...	...	...	...	...	13	13	449	646	350	16	17	793	1,116	232
	P. 27	...	...	...	...	...	...	...	...	...	...	17	19	829	1,058	224
21st.	G. 14	15	15	567	780	300	15	15	548	780	300	23	22	1,262	1,744	438
	G. 49	15	12	580	498	294	14	12	540	498	294	24	21	1,235	1,525	360
	P. 16	...	...	...	...	...	...	...	...	...	...	16	20	854	1,286	268
22d.	G. 9	9	8	310	370	140	7	8	252	370	140	...	...	...	...	...
	G. 17	...	...	...	...	...	24	21	918	1,000	344	24	21	1,418	1,504	330
	G. 28	...	...	...	...	...	14	24	555	1,474	70	23	21	1,235	1,090	52
	G. 51	22	17	877	759	300	...	...	Mixed.	...	...	21	18	1,244	1,194	240
	G. 58	17	14	820	614	392	...	...	...	...	...	19	12	1,048	854	276
	G. 67	14	5	554	191	186	...	...	...	...	...	9	5	418	248	204
	G. 69	13	8	555	426	212	12	8	560	426	212	16	12	904	892	312
	G. 80	5	3	81	80	...	...	...	...	...	...	6	5	156	250	82
	P. 41	...	...	...	...	...	...	...	...	...	...	29	26	1,490	1,930	355

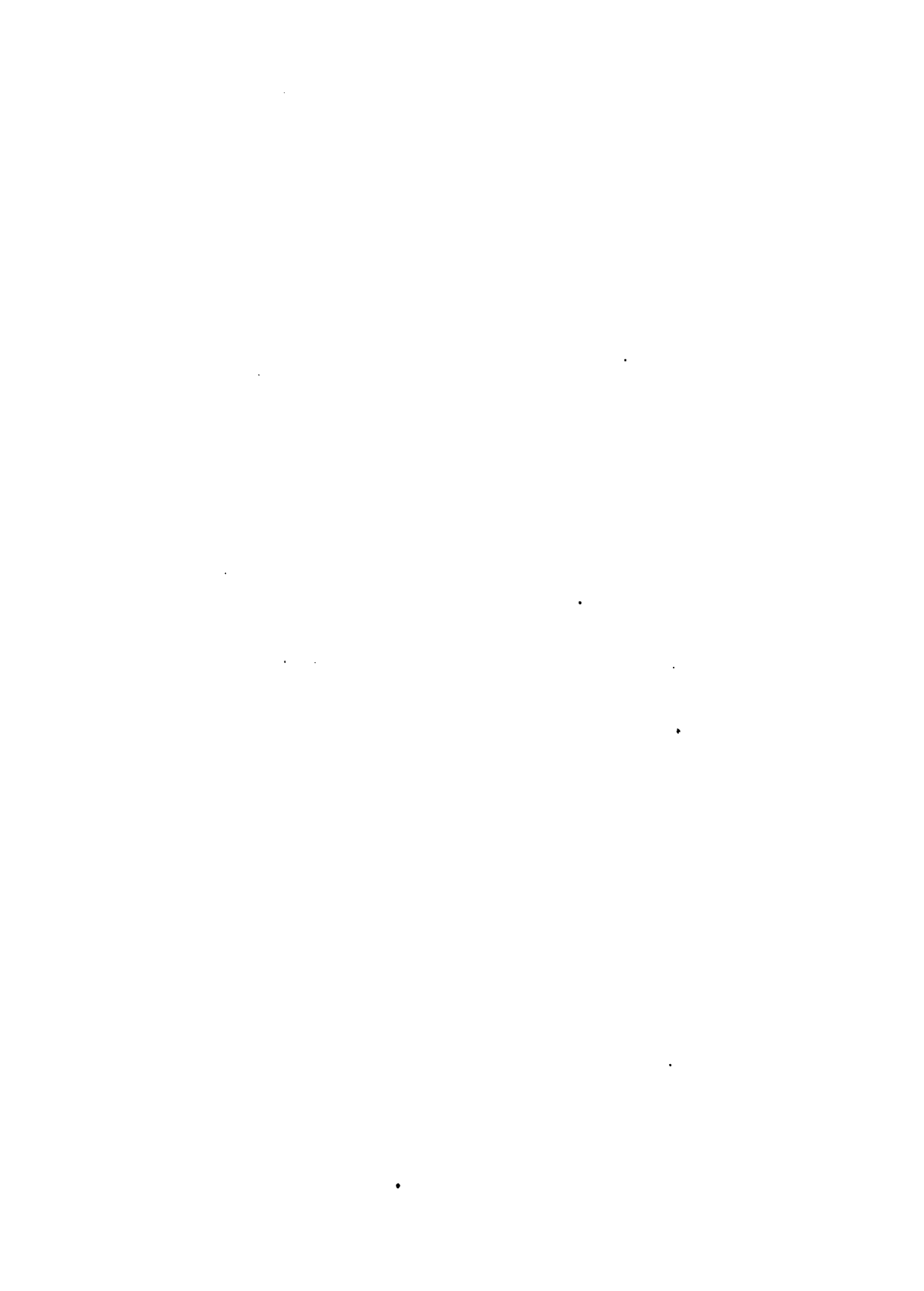
23d . . .	G. 60	17	16	710	772	146	(Mixed.)	21	19	1,104	1,462	144
	G. 61	10	8	344	380	88	"	11	8	521	542	300
	G. 62	12	10	429	528	192	"	17	15	847	926	228
	P. 33							1	2	32	70	
	P. 43							2	1	81	63	132
	P. 44							4	4	165	232	58
24th . . .	G. 63	7	6	223	396	130	(Mixed.)	6	6	289	564	189
	G. 64	12	19	461	1,536	388	"					
	G. 65	5	5	154	289	190	"	4	4	203	360	280
	G. 66	6	4	217	216	178	"					
	P. 45							4	6	153	667	114
	P. 46							3	3	100	259	
	P. 47							4	2	90	133	144
	P. 48							2	2	20	45	

## TOTALS.

	Number of Classes.	Number of Class Rooms.	Average Attend- ance, 1884.	SEATING CAPACITY. (Surface Measure.)	
				Class Rooms.	Main Rooms.
Grammar—Boys. . . . .	696	667	26,804	29,934	12,553
Grammar—Girls. . . . .	591	574	26,082	26,666	7,987
Primary. . . . .	1,538	1,441	78,111	93,810	20,350
	2,825	2,682	130,997	150,410	40,890



# APPENDICES.



# REPORT OF THE CITY SUPERINTENDENT.

CITY SUPERINTENDENT'S OFFICE, }  
NEW YORK, Dec. 31, 1884. }

*To the Honorable the Board of Education :*

I have the honor to submit the following report, showing what has been done in the schools during the year just closed.

## NUMBER AND CLASSIFICATION OF SCHOOLS.

The whole number of schools under the supervision of the Board of Education is three hundred and one (301), consisting of the following :

Normal College and Training Department.....	2
Grammar Schools for Males.....	46
Grammar Schools for Females.....	47
Grammar Schools for both Sexes.....	13
Primary Departments of Grammar Schools.....	73
Primary Schools (separate).....	43
Corporate Schools (Industrial Schools, Reformatories, Orphan Asylums, etc.).....	48
Evening Schools.....	28
Nautical School (on board ship <i>St. Mary's</i> ).....	1
Total.....	301



The total number last year was two hundred and ninety-seven (297). The increase of four in the number of schools does not indicate completely the changes that have been made; for, while seven new schools were organized, three consolidations took place. The following are the changes occurring during the year :

Female Department No. 23 was consolidated with Female Department No. 24, Dec. 1st.

Male Department No. 24 was consolidated with Male Department No. 23, Dec. 1st.

Male Department No. 31 was consolidated with Male Department No. 12, Nov. 17th.

Grammar School No. 76, consisting of a Female Grammar Department and a mixed Primary Department, situated at Lexington avenue and Sixty-eighth street, was organized Sept. 8th.

Grammar School No. 77, consisting of a Male and a Female Grammar Department, and a mixed Primary Department, situated on First avenue, from Eighty-fifth to Eighty-sixth street, was organized Sept. 8th.

Grammar School No. 78, consisting of a Female Grammar Department and a mixed Primary Department, situated at Pleasant avenue and One Hundred and Nineteenth street, was organized Sept. 8th.

Male Department No. 39 was organized Sept. 8th, in the building vacated by Female Department No. 39.

Female Evening School No. 39 was organized Oct. 6th.

Female Department No. 12 was transferred to the building vacated by Male Department No. 31, and is now known as Female Department No. 31.

Male Department No. 28 was transferred to the building

formerly occupied by Colored School No. 3, and is now known as Male Department No. 67.

Female Department No. 39 was made by transfer Female Department No. 78.

Primary School No. 17 was transferred to the building formerly occupied by Colored School No. 3, and is now known as Primary Department No. 67.

Primary School No. 38 was made by transfer Primary Department No. 78.

Colored School No. 3 was transferred to the building formerly occupied by Primary School No. 17, and is now known as Grammar School No. 80.

Colored School No. 4 is now known as Grammar School No. 81.

The following table gives the schools classified with reference to the number of departments that each contains, the sexes taught, &c.

WARD.	Three Department Schools —Boys' Grammar, Girls' Grammar, and Primary for both sexes.	Two Department Schools —Boys' Grammar, and Primary for both sexes.	Two Department Schools —Girls' Grammar, and Primary for both sexes.	Two Department Schools —Primary exclusively for boys.	Two Department Schools —Girls' Grammar, and Primary exclusively for girls.	Two Department Schools —Mixed Grammar (boys and girls), and Primary for both sexes.	Two Department Schools —Male Department (Grammar and Primary), Female Department (Grammar and Primary).	One Department Schools —Grammar and Primary —Boys and girls.	Two Department Schools (one Principal)—Boys' Grammar, and Primary for both sexes.	Primary Schools—Boys and girls.
First.....	29	.....	.....	.....	.....	.....	.....	.....	.....	15
Second.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	34
Third.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	37
Fourth.....	1	.....	.....	.....	.....	.....	.....	.....	.....	12, 14
Fifth.....	44	.....	.....	.....	.....	.....	.....	.....	.....	11
Sixth.....	.....	23	24	.....	.....	.....	.....	.....	.....	2, 8
Seventh.....	2	12	31	.....	.....	.....	.....	.....	.....	36
Eighth.....	8, 38	.....	.....	.....	.....	.....	.....	.....	.....	25
Ninth.....	3	16	.....	.....	.....	.....	.....	.....	.....	7, 13, 18, 24
Tenth.....	7, 20	.....	42	.....	41	.....	.....	.....	75	1
Eleventh.....	22, 36	15	71	.....	.....	.....	.....	.....	.....	3, 5, 31
Twelfth.....	37, 68	39, 57	72, 78	.....	.....	43, 54	46	6, 52	.....	30, 32, 42
Thirteenth.....	4, 34	.....	.....	.....	.....	.....	.....	.....	.....	10, 20, 40
Fourteenth.....	21	5	30	.....	.....	.....	.....	.....	.....	.....
Fifteenth.....	10	.....	.....	35	47	.....	.....	.....	.....	.....
Sixteenth.....	.....	11	.....	55	45, 56	.....	.....	81	.....	.....
Seventeenth.....	13, 19, 25	.....	.....	.....	.....	.....	.....	.....	.....	6, 9, 22, 23, 26
Eighteenth.....	.....	40	50	.....	.....	.....	.....	.....	.....	4, 28, 29
Nineteenth.....	18, 77	27, 70, 74	53, 59, 73, 76	.....	.....	.....	.....	.....	.....	35
Twentieth.....	.....	26, 32	33, 48	.....	.....	.....	.....	.....	.....	27
Twenty-first.....	14, 49	.....	.....	.....	.....	.....	.....	.....	.....	16
Twenty-second.....	69	58, 67	17, 28	.....	.....	51, 80	9	.....	.....	41
Twenty-third.....	.....	.....	.....	.....	.....	60, 61, 62	.....	.....	.....	33, 43, 44
Twenty-fourth.....	.....	.....	.....	.....	.....	63, 65	.....	64, 66	.....	45, 46, 47, 48
Total.....	25	16	16	2	4	9	2	5	1	43

A comparison of this table with the corresponding one for last year will show that the Board is gradually putting into effect its desire and intention to have Two-Department rather than Three-Department schools, and to have Primaries for both sexes rather than for separate sexes; the number of Three-Department schools has decreased *three*; the number of Two-Department schools has increased *nine*; and the number of Primaries for separate sexes has decreased *two*.

#### ATTENDANCE OF PUPILS.

The following table shows the aggregate enrollment and the average attendance of the Grammar and the Primary Schools and the Training Department, and the attendance in per cent. of the enrollment, for each school month during the year :

	Register Number.	Average Attendance.	Per Cent.
January.....	137,735	126,073	92
February.....	139,516	128,038	92
March.....	139,452	127,195	91
April.....	138,715	126,170	91
May.....	136,591	125,314	92
June.....	130,755	117,740	90
* July.....	128,755	110,573	86
September.....	144,819	129,068	89
October.....	145,411	134,227	94
November.....	145,130	133,826	92
December.....	143,074	129,545	91

\* Schools in session only three days.

It seems proper to call attention to the fact that during the month of October the register number, 145,411; the average attendance, 134,227; and the percentage of attendance, were the largest ever reported in the history of the school system of New York.

The following table exhibits the average attendance and the whole number of pupils taught in each class of schools during the past three years :

SCHOOLS.	AVERAGE ATTENDANCE.			WHOLE NUMBER TAUGHT.		
	1884.	1883.	1882.	1884.	1883.	1882.
Male Grammar.....	23,663	22,062	21,203	40,215	36,982	36,113
Female Grammar.....	22,635	20,937	20,141	38,478	35,291	34,911
Mixed Grammar.....	4,208	3,693	3,525	7,234	6,655	6,161
Primary Departments.	58,353	54,899	53,546	120,733	114,397	117,051
Primary Schools.....	19,977	21,231	21,112	41,431	43,761	45,443
Corporate Schools.....	9,864	9,979	9,690	25,472	28,211	27,673
Evening Schools.....	8,004	7,853	6,855	20,567	20,910	18,814
Normal College.....	1,454	1,384	1,190	2,229	2,432	1,961
Training Department.	1,114	1,063	969	1,792	1,765	1,692
Nautical School.....	142	76	98	142	135	98
Total .....	149,414	143,177	138,329	298,293	290,539	289,917

The average attendance in the 301 schools participating by law in the School Fund was 149,414, an increase of 6,237 as compared with the attendance for the previous year.

The increase or decrease in attendance in the several classes of schools for the years 1883 and 1884, compared with that for the year preceding, may be seen from the following table :

SCHOOLS.	1884.		1883.	
	Increase.	Decrease.	Increase.	Decrease.
Male Grammar .....	1,601	.....	859	.....
Female Grammar.....	1,698	.....	796	.....
Mixed Grammar.....	515	.....	193	.....
Primary Departments.....	3,454	.....	1,386	.....
Primary Schools.....	.....	1,254	119	.....
Corporate Schools.....	.....	115	289	.....
Evening Schools.....	151	.....	998	.....
Normal College.....	70	.....	194	.....
Training Department.....	51	.....	94	.....
Nautical School.....	66	.....	.....	22

It will be perceived that during the past two years the increase in the Grammar Departments was 5,662, and the increase in the Primary Departments and Schools was 3,705.

The following table exhibits the average attendance and the increase, together with the percentage of increase, in the Grammar and the Primary Schools, for each of the past ten years :

YEAR.	Average Attendance.	Increase of Attendance.	Per Cent. of Increase.
1875 .....	98,451	2,554	2.66
1876 .....	100,789	2,338	2.37
1877 .....	104,789	4,000	3.96
1878 .....	109,417	4,628	4.42
1879 .....	111,444	2,027	1.85
1880 .....	113,198	1,754	1.55
1881 .....	116,544	3,346	2.87
1882 .....	119,527	2,983	2.50
1883 .....	122,822	3,295	2.68
1884 .....	128,836	6,014	4.67

It is thus seen that during the past ten years the increase in the daily average attendance has been 32,939—a little over 34 per cent.

In determining the attendance, no pupil is counted unless *actually present* an hour and a half during a session or half-day.

The average attendance of pupils in each of the twenty-four Wards of the city, for the past three years, was :

WARD.	1884.	1883.	1882.	WARD.	1884.	1883.	1882.
1st.....	833	857	880	14th.....	1,834	1,931	1,996
2d.....	94	107	117	15th.....	3,199	3,325	3,416
3d.....	70	72	87	16th.....	4,704	4,647	4,656
4th.....	1,644	1,677	1,615	17th.....	8,922	8,899	8,775
5th.....	1,620	1,729	1,695	18.h.....	3,610	3,636	3,654
6th.....	2,084	2,020	1,964	19th.....	*19,166	*15,456	*14,941
7th.....	3,993	4,041	4,016	20th.....	6,800	6,961	6,944
8th.....	2,492	2,570	2,624	21st.....	5,586	5,593	5,669
9th.....	6,135	6,059	5,931	22d.....	13,395	12,882	12,532
10th.....	8,057	7,915	7,892	23d.....	4,233	3,888	3,521
11th.....	7,895	7,802	7,729	24th.....	1,910	1,830	1,723
12th.....	15,878	14,331	12,656				
13th.....	5,796	5,657	5,463	Total..	129,950	123,885	120,496

\* Including the Training Department.

During the past three years there was an increase of 2 pupils in the Fourth Ward ; 151 in the Sixth ; 52 in the Seventh ; 370 in the Ninth ; 836 in the Tenth ; 293 in the Eleventh ; 4,579 in the Twelfth ; 171 in the Sixteenth ; 402 in the Seventeenth ; 4,738 in the Nineteenth ; 1,269 in the Twenty-second ; 1,012 in the Twenty-third ; and 18 in the Twenty-fourth.

During the same period there was a decrease of 82 pupils in the First Ward ; 29 in the Second ; 109 in the Third ; 31 in the Fifth ; 131 in the Eighth ; 17 in the Thirteenth ; 58 in the Fourteenth ; 257 in the Fifteenth ; 46 in the Eighteenth ; 14 in the Twentieth ; and 111 in the Twenty-first.



By an inspection of the table it will be seen that during 1884, the average attendance of the schools of five Wards, viz.: the Tenth, Twelfth, Seventeenth, Nineteenth and Twenty-second, was 65,418 pupils, or a little over 50 per cent. of the total average attendance.

The increase or decrease in daily attendance in each of the twenty-four Wards during the year, as compared with the returns of 1883, was :

WARD.	Increase.	Decrease.	WARD.	Increase.	Decrease.
1st.....		24	13th.....	139	
2d.....		13	14th.....		97
3d.....		2	15th.....		126
4th.....		33	16th.....	57	
5th.....		109	17th.....	23	
6th.....	64		18th.....		26
7th.....		48	19th.....	3,710	
8th.....		78	20th.....		161
9th.....	76		21st.....		7
10th.....	142		22d.....	513	
11th.....	93		23d.....	345	
12th.....	1,547		24th.....	80	

Of the Wards showing a decrease this year, the following showed a decrease in the preceding year also: First, Second, Third, Fifteenth, Eighteenth and Twenty-first.

Of the Wards showing an increase this year, the following showed an increase in the preceding year also: Sixth, Ninth,

Tenth, Eleventh, Twelfth, Thirteenth, Sixteenth, Seventeenth, Nineteenth, Twenty-second, Twenty-third and Twenty-fourth.

From special reports received from the Principals, it was shown that for the year ending September 30th last, the whole number of *different* pupils taught during the year in the Grammar and the Primary Schools was 194,822. This fact, and others relating to these schools, are given in the following table :

SCHOOLS.	Total Enrollment.	Average Enrollment.	Average Attendance.	Per Cent. of Attendance on Total Enrollment.	Per Cent. of Attendance on Average Enrollment.
Male and Mixed Grammar.....	32,201	28,568	26,552	82	93
Female Grammar....	26,657	24,248	22,359	84	92
Primary Departments	101,108	64,833	58,773	58	91
Primary Schools.....	34,856	22,915	20,484	59	89
Total.....	194,822	140,564	128,168	66	91

We find an increase of 5,004 in the total enrollment, 4,242 in the average enrollment, and 5,346 in the average attendance, when comparison is made with the returns for 1883. The fact that ninety-one per cent. of the average enrollment attended school every session during the year, speaks very favorably of the system and of its general administration.

*Table showing the number on register in the several Grammar Grades, Dec. 31, 1884.*

GRADE.	Sexes.	Male Grammar Departm's	Female Grammar Departm's	Mixed Grammar Departm's	Total. Males.	Total. Females.	Total both Sexes.	
GRAMMAR.	1st..	{ Males...	1,267	.....	96	1,363	.....	
		{ Females	.....	1,239	128	.....	1,367	2,730
	2d..	{ Males...	1,475	.....	141	1,616	.....	.....
		{ Females	.....	1,494	131	.....	1,625	3,241
	3d..	{ Males. .	1,939	.....	179	2,118	.....	.....
		{ Females	.....	1,871	186	.....	2,057	4,175
	4th.	{ Males...	2,377	.....	202	2,579	.....	.....
		{ Females	.....	2,381	205	.....	2,586	5,165
	5th.	{ Males...	3,034	.....	272	3,306	.....	.....
		{ Females	.....	2,927	226	.....	3,153	6,459
	6th.	{ Males...	3,635	.....	314	3,949	.....	.....
		{ Females	.....	3,399	267	.....	3,666	7,615
	7th.	{ Males ...	4,549	.....	395	4,944	.....	.....
		{ Females	.....	4,365	384	.....	4,749	9,693
	8th.	{ Males ...	5,143	.....	503	5,646	.....	.....
		{ Females	.....	5,462	373	.....	5,835	11,481
	Total. .	23,419	23,138	4,002	25,521	25,038	50,559	

*Table showing the number on register in the several Primary Grades, Dec. 31, 1884.*

GRADE.	Sexes.	Primary Departments.		Primary Schools.		Total Males.	Total Females.	Total both Sexes.
PRIMARY.	1st.	Males...	3,996	.....	1,261	.....	5,257	.....
		Females .....	4,002	.....	1,184	.....	5,186	10,443
	2d.	Males...	4,648	.....	1,512	.....	6,160	.....
		Females .....	5,027	.....	1,338	.....	6,365	12,525
	3d.	Males...	5,159	.....	1,658	.....	6,817	.....
		Females .....	5,175	.....	1,485	.....	6,660	13,447
	4th.	Males...	5,538	.....	1,849	.....	7,387	.....
		Females .....	5,251	.....	1,608	.....	6,859	14,246
	5th.	Males...	5,680	.....	2,139	.....	7,819	.....
		Females .....	5,529	.....	1,829	.....	7,358	15,177
	6th.	Males...	9,514	.....	3,729	.....	13,243	.....
		Females .....	8,901	.....	3,237	.....	12,138	25,381
	Total ...		34,535	33,885	12,148	10,681	46,683	44,566
								91,249

The register of the Primary pupils and the register of the Grammar pupils are nearly in the ratio of nine to five.

The annexed tables give the percentage of pupils in each of the grades, in each class of schools :

## GRAMMAR GRADES.

SCHOOLS.	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.
Male Grammar.....	5.41	6.30	8.28	10.15	12.96	15.52	19.42	21.96
Female Grammar....	5.34	6.46	8.09	10.29	12.65	14.69	18.87	23.61
Mixed Grammar.....	5.60	6.79	9.12	10.17	12.44	14.52	19.47	21.89

## PRIMARY GRADES.

SCHOOLS.	1st.	2d.	3d.	4th.	5th.	6th.
Primary Departments..	11.69	14.14	15.11	15.77	16.39	26.90
Primary Schools.....	10.71	12.49	13.77	15.14	17.38	30.51

The accompanying table exhibits the percentage of pupils in the several Grammar and in the several Primary grades :

SCHOOLS.	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.
Grammar.....	5.40	6.41	8.26	10.22	12.78	15.06	19.16	22.71
Primary Departments and Schools.....	11.44	13.73	14.77	15.61	16.63	27.82	.....	.....

The following table shows what percentage of the total enrollment of pupils in all the schools belongs to each grade :

GRADE.	Male Grammar.	Female Grammar.	Mixed Grammar.	Primary Departm'ts.	Primary Schools.	Total Grammar.	Total Primary.	
GRAMMAR.	1st. ....	0.89	0.87	0.16	....	....	1.92	....
	2d. ....	1.04	1.05	0.19	...	....	2.28	....
	3d. ....	1.37	1.32	0.26	....	....	2.95	....
	4th. ....	1.68	1.68	0.28	....	....	3.64	....
	5th. ....	2.14	2.06	0.35	....	....	4.55	....
	6th. ....	2.51	2.40	0.41	....	....	5.32	....
	7th. ....	3.22	3.08	0.55	...	....	6.85	....
	8th. ....	3.63	3.85	0.62	....	....	8.10	....
PRIMARY.	1st. ....	....	....	....	5.64	1.72	....	7.36
	2d. ....	....	....	....	6.82	2.01	....	8.83
	3d. ....	....	....	....	7.29	2.22	....	9.51
	4th. ....	....	....	....	7.61	2.44	....	10.05
	5th. ....	....	....	....	7.90	2.79	....	10.69
	6th. ....	....	....	....	12.99	4.91	....	17.90
Total. ....	16.48	16.31	2.82	48.25	16.09	35.61	64.34	
Total 1883. } ...	15.79	16.00	2.48	47.90	17.83	34.27	65.73	

During the year there were 2,453 graduates,—1,234 males, and 1,219 females ; graduates being understood to mean pupils that completed the course of study as prescribed for the highest grammar grade.

The following table shows the average age of the pupils on register in the several grades, Dec, 31, 1884 :

Grade.	Grammar.				Primary.	
	Males.		Females.		Both Sexes.	
	Years.	Months.	Years.	Months.	Years.	Months.
1st. ....	14	5	14	8	10	4
2d. ....	13	10	14	1	9	9
3d. ....	13	6	13	7	9	3
4th. ....	12	10	12	10	8	5
5th. ....	12	4	12	4	7	8
6th. ....	12	....	11	11	6	6
7th. ....	11	6	11	6	.....	.....
8th. ....	10	11	10	11	.....	.....

#### PROMOTIONS.

In compliance with the law, promotions are made semi-annually. In the promotions from the Primaries to the Grammar Departments, only those pupils are advanced who have completed satisfactorily all the studies prescribed for the First Grade of the Course of Instruction for Primary Schools.

During the year the average attendance in the Primary Departments and Schools was 78,330, and of this number 17,211, about 22 per cent., were promoted to the Grammar Departments.

In all the schools, before promotion from grade to grade, a thorough review is required in the studies pursued in the grade from which promotion is to be made. Those pupils only who have shown by examination that they have satisfactorily made such review, are advanced.

Upon the faithful enforcement of this provision of the law depends, in a great measure, the successful management of a school.

#### TEACHERS.

The instruction of the pupils during the past year required the services of 3,748 teachers, an increase of 125 as compared with the number employed during the preceding year. There was an increase of 36 in the Male Grammar Schools, 41 in the Female Grammar, 23 in the Mixed Grammar, 87 in the Primary Departments, and 8 in the Corporate Schools.

There was a decrease of 30 in the Primary Schools, and 20 in the Evening Schools.

The Colored Schools, as such, were abolished, and the 20 teachers of those schools are now included in the Mixed Grammar and Primary Departments.

SCHOOLS.	Number of Teachers. •	Average Attendance.	Pupils to each Assistant Teacher.	
			1884.	1883.
Normal College.....	38	1,454	39	37
Training Department.....	27	1,114	42	41
Male Grammar.....	663	23,663	38	38
Female Grammar.....	665	22,635	37	36
Mixed Grammar.....	133	4,208	35	35
Primary Departments.....	1,226	58,353	51	51
Primary Schools.....	463	19,977	47	47
Evening Schools.....	312	8,004	28	26
Corporate Schools.....	221	9,864	57	60
Total.....	3,748	149,272	43	43



The whole number of teachers, including Principals, employed in the Grammar and the Primary Departments, the Primary Schools and the Training Department, was 3,177, an increase of 133 as compared with the number employed in the same classes of schools during 1883. They were classified as follows : males, 434 ; females, 2,743.

While the increase in the number of teachers in these schools was 133, the increase in the average daily attendance of pupils was 6,065.

During the year 310 teachers were appointed in the several Grammar and Primary Schools : males, 17 ; females, 293.

#### LICENSES OF TEACHERS.

The total number of licenses granted was 386, 49 to males and 337 to females ; of the females, 243 were graduates of the Normal College.

The number of candidates who presented themselves for examination at the City Superintendent's office was 250 : males, 42 ; females, 208. Of the number examined 128 were rejected : males, 22 ; females, 106. Of the 122 licenses granted, 45 were for the Grammar and the Primary Schools, 29 for the Corporate Schools, 28 for the Evening Schools, and 20 for teachers of special branches.

Of the 45 licenses to teach in the Grammar and the Primary Schools, 20 were granted to males and 25 to females.

Fourteen licenses to teach special subjects were granted to teachers of the regular corps. Thus the Board is, to this extent, relieved from the necessity of appointing additional special teachers in the schools.

It should be understood that all licenses are granted provisionally, being valid for a period of only six months from the date when granted. Should the provisionally licensed teacher show that the actual work of discipline and instruc-

tion in the class-room is too difficult for her to perform efficiently, the license becomes null and void at the expiration of the stated time.

On the other hand, should the City Superintendent be convinced by a careful examination of the teacher's class that her practical ability as a teacher and a disciplinarian is satisfactory, the temporary license is changed to a permanent one, and the teacher thus becomes subject to removal for cause only, after the manner fully and carefully set forth in the by-laws of the Board of Education.

#### ANNUAL EXAMINATION OF SCHOOLS.

This important part of the work of the City Superintendent's department, making an almost continuous demand upon its time and attention, has been very carefully and efficiently performed. This constant and careful supervision is necessary; anything so vast and complicated as our school system cannot be successfully conducted without it.

It should be stated that the supervision exercised by the department means a great deal more than mere oversight. An examination as conducted by the Assistant Superintendents not only furnishes them with definite information in relation to the progress of the pupils, and to the general efficiency of the class-room work, but also serves as a lesson to the teacher, a lesson that in many instances, especially in the case of new teachers, may be said to be invaluable.

During the year, 2,814 classes were examined, of which 2,159 were reported *excellent*, 626 *good*, 27 *fair*, and 2 *indifferent*. A gratifying feature of this report is the evidence it gives of a continuous decrease in the number of inefficient teachers.

The accompanying table gives the results by Wards:

WARD.	Number of Schools.	CHARACTER OF INSTRUCTION.				Total Number of Classes.	Percentage of Excellent Classes.
		Excellent.	Good.	Fair.	Indifferent.		
1st.....	4	15	7	1	.....	23	65
2d.....	1	2	1	.....	.....	3	67
3d.....	1	2	1	.....	.....	3	67
4th.....	5	27	12	1	.....	40	68
5th.....	4	20	19	2	.....	41	49
6th.....	8	39	12	.....	.....	51	76
7th.....	10	66	35	.....	.....	101	65
8th.....	7	42	17	.....	.....	59	71
9th.....	11	105	19	.....	1	125	84
10th.....	13	130	51	.....	.....	181	72
11th.....	13	137	35	2	.....	174	79
12th.....	27	291	66	4	.....	361	82
13th.....	9	84	32	1	.....	117	72
14th.....	7	24	16	2	.....	42	57
15th.....	9	85	18	2	.....	105	81
16th.....	11	114	17	1	.....	132	86
17th.....	14	131	45	2	.....	178	74
18th.....	7	62	14	.....	.....	76	81
19th.....	17	249	44	1	.....	294	85
20th.....	11	116	47	3	.....	166	70
21st.....	7	110	12	1	.....	123	89
22d.....	19	202	71	3	1	277	73
23d.....	9	69	21	.....	.....	90	77
24th.....	10	37	14	1	.....	52	71
Total....	234	2,159	626	27	2	2,814	77

In addition to what is given above, the Evening Schools and Classes, and the Corporate Schools and Classes, also, were carefully inspected and examined.

The following tables exhibit the character of instruction and of discipline in the several classes of schools :

CHARACTER OF INSTRUCTION.

SCHOOLS.	Excellent.	Good.	Fair.	Indifferent.	Bad.	Total.
Male Grammar.....	373	193	12	1	...	579
Female Grammar.....	501	113	6	.....	.....	620
Mixed Grammar.....	75	39	2	.....	.....	116
Primary Departments.	870	198	3	1	.....	1,072
Primary Schools.....	340	83	4	.....	.....	427
Total.....	2,159	626	27	2	.....	2,814

CHARACTER OF DISCIPLINE.

SCHOOLS.	Excellent.	Good.	Fair.	Indifferent.	Bad.	Total.
Male Grammar.....	535	44	8	1	1	589
Female Grammar.....	616	8	.....	.....	.....	624
Mixed Grammar.....	108	9	.....	.....	.....	117
Primary Departments.	1,026	75	6	1	.....	1,108
Primary Schools.....	402	38	3	.....	.....	443
Total.....	2,687	174	17	2	1	2,881

The result shows that in character of instruction 77 per cent. of the classes were reported as *excellent*, which is an im-

provement of 3 per cent. when compared with the returns of last year.

In discipline, out of a total of 2,881 classes either examined or inspected, no less than 2,687, or 93 per cent., were found to be *excellent*. This result is the same as last year's.

The character of the Principals' management in the several schools is shown in the following table :

GENERAL MANAGEMENT.

SCHOOLS.	Excellent.	Good.	Fair.	Indifferent.	Bad.	Total.
Male Grammar.....	39	10	.....	.....	.....	49
Female Grammar.....	48	3	.....	.....	.....	51
Mixed Grammar.....	11	2	.....	.....	.....	13
Primary Departments.	68	6	1	.....	.....	75
Primary Schools.....	42	4	.....	.....	.....	46
Total.....	208	25	1	.....	.....	234

In general management, 208 of the 234 schools were found to be *excellent*. This shows that 89 per cent. of the Principals received the highest mark. This result is 5 per cent. in advance of that reported in 1883.

## DISCIPLINE.

An inspection of a preceding table, "Character of Discipline," gives in a condensed form valuable information in relation to the order and discipline of the schools for the past year.

How creditably Principals and teachers have done their work in the matter of discipline will appear more fully when

it is borne in mind that in making and keeping the pupils orderly and attentive, they have little to depend upon save influence, example and an appeal to moral suasion.

That the Board of Education is positive and exacting in relation to the old-fashioned means of controlling children will be seen from the following extracts from the by-laws :

"No corporal punishment of any description shall hereafter be inflicted in any of the common schools.

"Any pupil found to be incorrigible, or persistently disobedient to and regardless of the rules and regulations prescribed for the government of the school or class, or of resisting the authority of the Principal or class-teacher, or who, by a reckless depravity, may injure or demoralize the school or class, may be suspended, by the Principal, from the school. It shall be the duty of the Principal of every school thus suspending a pupil to give immediate notice thereof to the parents or guardian of such pupil, and also to report the same to the City Superintendent and the Chairman of the Board of Trustees of the ward.

"The parent or guardian of such pupil may, within ten days thereafter, appeal from the action of the Principal to the said Trustees, who shall thereupon investigate the matter and report their action to the City Superintendent.

"If no such appeal be taken, or if such appeal be dismissed by the Trustees, it shall be the duty of the City Superintendent to notify the Principal of every other school for the same sex, of the name of such suspended pupil, and he or she shall not be admitted into the same or any other school until satisfactory proof of amendment on the part of such pupil shall have been furnished to the City Superintendent, whose certificate of the removal of the disability shall entitle any suspended pupil to readmission in the same or any other school.

"The City Superintendent shall keep a record of all suspen-

sions from the schools, containing the name of the pupil and the cause of suspension, with any action that may be had thereon ; such record shall be open to the inspection of members and officers of this Board, School Inspectors and Trustees only.

“The Trustees may require the transfer of any pupil suspended from one school to any other school under their management, if, in their judgment, they shall deem it beneficial or advantageous to such pupil.

“It shall be the duty of every Principal, Trustee, Inspector or Superintendent, when cognizant of the fact, to report to the Board of Education the name of any teacher who may have resorted to unusual punishments tending to inflict physical injury or to evade the by-law abolishing corporal punishment in the schools under the control of the Board.

“Any teacher found guilty of a violation of the by-laws of this Board, in regard to corporal punishment, shall be liable to a penalty of forfeiture from his or her salary of not less than five nor more than thirty days’ pay, or dismissal from school, as in the discretion of the Committee on Teachers may be deemed just and proper ; provided the action of the Committee be approved by the Board of Education.”

During the year 1883, 80 pupils were suspended ; this year, *only* 66. Of these 66 pupils, 44 were returned to school,—in every instance to some school other than the one from which the suspension was made ; and 4 went to work. Of the remaining 18, some, changing their residences, left the city ; a few could not be found. It, therefore, appears that, in the proper discipline of nearly 130,000 children, only 18 cases demanded action of such character as to sever the pupils’ connection with our schools.

## STUDIES AND PROGRESS.

General remarks in relation to the studies pursued and to the progress therein, are submitted for the information of the Board.

## LANGUAGE LESSONS.

*Reading.*—In relation to this subject, it may be said that satisfactory results have been generally obtained. The suggestions contained in previous reports, the necessary improvement that comes of patient, intelligent and instructive supervision, and the widening views that the teachers themselves take of the nature and importance of their varied tasks, render comparatively easy the accomplishment of such results, even under very unfavorable circumstances. In many schools so situated as to lead naturally to the impression that excellent English reading would be something insuperably difficult to attain, it is really surprising to see how readily, intelligently and correctly the scholars read.

As was above intimated, the generally prevailing good method of the teachers should largely receive the praise for these results in Reading. In the Primary Departments, the acquired intelligence of the child is, at the very beginning, appealed to, and is usefully and engagingly applied. Words and phrases that represent the child's knowledge of things and their relations, as obtained by sensible contact with the world of objects around and about him, constitute the visibly objective material with which he commences to deal. Following a method that is easy, because natural, he is led, by easy stages and at the proper time, to hear distinctly and thus to recognize the sounds of the several letters; he is carefully



trained to make these several sounds; and, finally, he learns the names of the several letters, in this way terminating one stage of his progress at a point where, in earlier times, he would darkly and drearly begin. Soon the pupil understands in its printed or written form whatsoever would not be above his comprehension, if it were spoken: and, in properly recognizing the importance of the limitation just made, lies the secret of success with beginners in Reading. Graded reading-books, introducing with sufficient frequency new words and phrases, steadily increase the pupil's knowledge and vocabulary. When necessary, judicious questions and observations by the teacher elicit the full meaning of a sentence.

With more or less success, the supervision by the City Superintendent's department has been so exercised as to show, especially in the Grammar grades, that study is, to a very great extent, simply intelligent and attentive reading; and that the best instruction, clearly establishing this truth, frequently makes easier work for both teacher and pupil.

To make intelligent readers, oral summaries and written summaries of the lessons read are found to be of value; for they exercise the pupil's memory and judgment, and incidentally increase his readiness and copiousness of expression.

Occasionally in the case of individual teachers, and sometimes in a whole department, a desire to make oral reading perfect causes the ground covered in this subject to be unwisely and unnecessarily limited. Omitting these isolated errors of judgment, we may say that Reading is intelligently and successfully taught in our public schools.

It is to be noted that, in some instances teachers fail to secure the desired results in Reading, for the reason that they do not make the correction when the pupil makes the mistake. This method is faulty from the fact that it leaves an error to make its impression so firmly in the pupil's mind that the sub-

sequent correction fails to remove the fault. The correction should follow the error immediately.

*Spelling.*—In relation to this practically important branch there is nothing specially new to be said. The results obtained are very creditable. The large amount of writing now required in the exercises in Dictation, Grammar and Composition, and in the reviews of History and Descriptive Geography, has done much to improve the general correctness of the spelling. The distinctive spelling exercises consist of certain graded lists of words specially prescribed by the Course of Study, and prepared by the Principal of each Department or under his supervision. The suitableness of these lists to the grade is one of the definite tests which determine the "general management." It is but just to state that the character of these lists has visibly improved during the past year: duplications of words in the several grade lists have been avoided, and a better system has been adopted for recording, and, by review, of finally fixing in the pupil's mind the orthography of the words that have been found most liable to be misspelled. Formidable and unusual words, such as *adscititious*, *synecdoche*, *fiduciary*, *diaphanous*, etc., that by long tradition were once handed down as a part of spelling exercises and "spelling matches," have entirely disappeared from the lists.

"*The meaning of words read.*"—In the Course of Study for the Primary Grades special attention is required to be given to "the meaning of the words and phrases read."

The true province of Primary School instruction in this matter is to help the pupils to understand the meanings of the words and phrases read, just as they understand the meanings of the words and phrases they use in common conversation. The purpose is not to attempt to make walking dictionaries of

the children: hence the requirement of a formal definition should be discouraged. The number of teachers in our system who stand in need of this advice is, happily, very limited. This exercise is pursued in close connection with Reading, and the two may be said to go with almost equal step together. The success attendant upon the method generally followed cannot be other than great; for the method is based upon fundamental principles. The word that is new to the pupil comes up in a sentence, every other word of which is familiar and constitutes a part of the pupil's acquired and assimilated knowledge. The mental shock which the pupil thus receives as he reads, brings the new word into prominent relief, as it were; individualizes it, begetting at the same time an intense desire to know its meaning. Too many new words in a sentence will not have this effect; a list of new words will not have this effect—will rather deaden or destroy such interest on the pupil's part.

Professor Bain says: "In order to make us *feel*, there must be a change of impression; whence, all feeling is two-sided. This is the law of Discrimination or Relativity. Observation shows that unbroken continuance of impression is attended with unconsciousness; and that the greater the change or transition, the greater the consciousness. An unvarying touch or a monotonous sound ceases to be felt; in an even temperature we lose all consciousness of heat or cold. As regards *knowledge*, there must likewise be a transition, or change." This requirement seems to be fully met in the case of new words taken up as they present themselves in a properly graded reading-book. The natural interest which the pupil takes in mastering the meaning of the new word, makes the effort intellectually healthful and invigorating. The new, unknown word, occurring among others every one of which is known and familiar, is, from that very fact, partially explained;

for we know things by what they are not, as well as by what they are.

The word, thus partially explained from the context, receives fuller exposition by question and illustration on the part of the teacher, and soon becomes an assimilated element of the mental constitution of the child. Two or three new words are thus taken up every day.

The meaning of words, so far as the presence of a common element in their formation is concerned, is generally presented with intelligence and success. The limitation which the amended course of study imposed in this respect, certainly, to say the least, did not do any harm. It is suggested that the presence of this common element in the spelling, and consequently in the meaning, might be more fully and frequently made manifest than is the case at present, if certain phonological facts and laws were more frequently applied. For instance, *incessant* and *cessation* become immediately affiliated with *cease*, if we give to *e* in the first two words the long instead of the short sound; *ship* (schip) and *skiff* are one and the same word, if we keep in mind the English uses of *ch* and the cognate powers of *p* and *f*; harden *ch* and *g* in *charge*, and *cargo* comes instantly into view, and the underlying sense of *burden* makes itself clear; if we remember that *c* is sometimes the sibilant, and that *ch* has often the hard sound of *c*, *search* claims relationship with *circuit*, *circle*, etc., and we see that one in *search* of anything is one that goes *about* and *around*; and *di*, pronounced as in *soldier*, inseparably associates *diurnal*, *journal*, *journey* and *adjourn*.

The usefulness of language as an artificial memory is very great. In History, in Geography, in every study this is true. *Liberia* speaks of the *liberation* of the slave, and *Monrovia* recalls the administration of President Monroe.

The effort to explain and fix the meaning of words by using

them frequently in appropriate sentences, is very general throughout the schools, and succeeds admirably in most instances. The teachers, coinciding with the views contained in the "Teachers' Manual," have decided against an insistence upon formal definitions, as generally useless and impracticable. As sustaining this view, the following extract from John Stuart Mill is embodied in this report :

"It is this continual incorporation of circumstances, originally accidental, into the permanent signification of words, which is the cause that there are so few exact synonyms. It is this also which renders the dictionary meaning of a word, by universal remark, so imperfect an exponent of its real meaning. The dictionary meaning is marked out in a broad, blunt way, and probably includes all that was originally necessary for the correct employment of the term ; but in process of time so many collateral associations adhere to words, that whoever should attempt to use them with no other guide than the dictionary, would confound a thousand nice distinctions and subtle shades of meaning which dictionaries take no account of ; as we notice in the use of a language in conversation or writing by a foreigner not thoroughly master of it. The history of a word, by showing the causes which determine its use, is in these cases a better guide to its employment than any definition ; for definitions can only show its meaning at the particular time, or at most the series of its successive meanings, but its history may show the law by which the succession was produced. The word *gentleman*, for instance, to the correct employment of which a dictionary would be no guide, originally meant simply a man born in a certain rank. From this it came by degrees to connote all such qualities or adventitious circumstances as were usually found to belong to a person of that rank. This consideration explains why in one of its vulgar acceptations it means any one who lives without

labor, in another without manual labor, and in its more elevated signification it has in every age signified the conduct, character, habits, and outward appearance, in whomsoever found, which, according to the ideas of that age, belonged or were expected to belong to persons born in high social position."

"It continually happens that of two words, whose dictionary meanings are either the same or very slightly different, one will be the proper word to use in one set of circumstances, another in another, without its being possible to show how the custom of so employing them originally grew up. The accident that one of the words was used and not the other on a particular occasion, or in a particular social circle, will be sufficient to produce so strong an association between the word and some speciality of circumstances, that mankind abandon the use of it in any other case, and the speciality becomes part of its signification. The tide of custom first drifts the word on the shore of a particular meaning, then retires and leaves it there."

*Grammar.*—Practice in speaking and writing correctly characterizes the grammatical exercises of every grade, and in many grades constitutes all the grammar that is taught. The parts of speech, the structure of the sentence, and such other points as the Course of Study prescribes for the four higher grades, are thus properly anticipated, and from an abundant groundwork of facts, receive a logical and substantial basis. The instruction in reading, for instance, is from the very beginning an exercise that leads the pupil to see the structural elements of a sentence; and a pupil's reading is considered good only when it causes the listener to hear agreeably and clearly the parts of which a sentence is composed. The children unconsciously analyze as they learn to read.

The following quotation from "Reading as a Fine Art," by the French Academician, M. Legouvé (who, by the way, refers in this book to the prominence given to Reading in the Public Schools of America), may be appropriate here :

"A self-satisfied young man once went to M. Samson for lessons. Samson inquired, "You wish to take reading-lessons?"

"Yes, sir."

"Are you in the habit of reading aloud?"

"Yes, sir; I have recited a great many scenes from *Cornéille* and *Molière*."

"In public?"

"Yes, sir."

"Successfully?"

"Yes, sir."

"Please read the fable of 'The Oak and the Reed,' from this volume of *La Fontaine*."

The scholar began: "'The Oak one day, said to the Reed——'"

"That will do! Sir, you don't know how to read."

"Certainly not, sir," replied the scholar, somewhat annoyed; "if I did, I should not come to you for advice. But I don't see how in a single line——"

"Please read it again."

He repeated: "'The Oak one day, said to the Reed——'"

"I said you didn't know how to read."

"But——"

"But," said Samson, calmly, "do we ever join adverbs to substantives instead of to verbs? Was there ever an oak named 'One Day?' No; very well, then why do you read, 'The Oak one day, said to the Reed?' Say, 'The Oak (comma), one day said to the Reed.'"

"That's true!" cried the astonished youth.

"So true," replied his master, with the same quiet manner, "that I have just taught you one of the most important branches of the art of reading aloud——"

It would be safe to infer that M. Samson's pupil had never been a pupil in the Public Schools of the City of New York.

As was above said, Reading, in our schools, is taught in such manner as to direct attention to the subject ; to the predicate ; to the words, phrases and clauses, and to what they limit and qualify ; in short, to the sentence as composed of parts that are related and dependent, be these parts few and simple, as in Primary grades, or be they many and complicated, as in the reading higher up the line ; and all this is done as a simple matter of observation, without the introduction of technical terms and learned phraseology.

What is true of Reading, so far as Grammar is concerned, is equally true of Composition.

The pupil, therefore, enters upon the study of the scientific grammar of the four higher grades, at a time when, by ample experience, he is in possession of a fund of facts that the grammatical rules and definitions merely generalize ; and such generalizations are always and easily understood.

*Composition.*—The specific requirements of the Course of Study have been faithfully met, and the results are quite generally commendable. In Composition a decided advance has been made. The exercises present a much greater variety of topic and treatment, and an almost complete absence of that close similarity of expression, which, in previous reports, has been spoken of as "stereotype." The cumulative effects of the improved exercises in Penmanship and in Spelling, the systematic though empirical correction of errors in speech, the careful forming of sentences, each illustrating the correct use of a given word, and the regular lessons in formal grammar,



have all contributed to this marked and desirable advance, affecting in various degrees all the grades of the Grammar Departments. The improvement in letter writing is worthy of special mention.

It is not herein implied, however, that we have reached perfection, even as that term might be reasonably interpreted in relation to the possibilities of common schools. Nothing in any way pretentious has been attempted. But little systematic effort has been made at training and developing the imagination and inventive powers of the pupils. In many schools good pictures, such as may readily be obtained from the illustrated journals, are frequently and skillfully employed, and furnish a simple and useful introduction to these higher departments of the general subject.

The new class-room exercise, suggested for the first, second and third grades, has been well begun. Any suitable object, —a clock, a lamp, birds, clouds, or the sea,—anything about which the pupil necessarily has many ideas is assigned as the basis of the exercise. Each pupil is then required to jot down, in the briefest form of expression, all the thoughts, ideas and facts which the subject suggests to him, and then to arrange them by numbering them in some logical order. A composition from these notes may then follow. It will be seen that this furnishes an excellent discipline of what has been called the *colligative* memory, as well as of the logical faculty, and thus conduces to that most important outcome of true teaching, the development of the pupil's self-reliance and powers of self-help.

*Oral Lessons.*—The instructive lectures given to teachers in the rooms of the Museum of Natural History, combined with the suggestions contained in the new edition of the Manual, have awakened interest in teachers of all grades, and have

contributed largely to improved instruction in the "oral lessons" in the Grammar Departments.

Cabinets of insects, minerals, etc., have recently been distributed by the Museum among the schools. The other collections of objects, for illustration, are better and more varied than formerly.

The general use of manuscript note-books, containing a brief synopsis of the leading points in each lesson, has had the effect of suppressing much senseless repetition of lessons and of enlarging the variety and increasing the number of topics. A further effect is seen in the improved character of the compositions which are based on these oral lessons.

"Object lessons" may be made a most efficient means for leading children to give careful attention to the characteristics and properties of common objects. These lessons should develop in the pupils habits of accurate observation, and should supply them with useful facts that subsequently will become incorporated with their lessons on the various subjects of school instruction. Such facts will furnish an easy means for training the pupils in the use of language. The character of the instruction in Object Lessons has improved during the past year in the direction here indicated.

#### ARITHMETIC.

The methods employed and the results in this important branch have been carefully noted.

The instruction was characterized by progress: in many schools, both Primary and Grammar, it was found to be especially consecutive and thorough. Brevity and clearness in method and statement, and the correct use of the signs were quite generally observed.

In the upper Grammar grades the important business rules very properly received much attention.

#### GEOGRAPHY.

In this subject, abounding, as it does, in such a multitude of varied and interesting facts, there has naturally been a great difference in the degrees of success arrived at in different schools and classes. While the general success has been highly creditable, there are yet some teachers whose failure to employ the best methods of instruction necessarily prevents their pupils from acquiring a proper amount of well digested geographic knowledge. In this connection it is not out of place to refer to the "rapid sketching of maps from memory," a matter referred to in previous reports. The intelligent teacher has used this as an easy and effective *means of teaching* the local geography. It is needless to say that the time thus saved by the intelligent teacher has been made available for impressing additional and useful information as to the descriptive geography.

The absolute necessity for *globes*, as well as for outline maps, in the lower grades, is evidenced by the superiority of the schools whose Principals have made it a point to secure a proper supply, and have seen to it that they were intelligently used. A globe suitable for use in the lower grades should be light enough to be easily handled by the youngest pupil.

#### HISTORY.

The study of History manifestly has a triple object: first, the acquisition of definite knowledge about the development of our country; second, the bringing out of the reasoning powers of the pupil; and third, the cultivation of power and

ability on the pupil's part, to express his own thoughts in his own words acceptably to those who hear him.

The first point the pupils can best attain by reading and studying, assisted by careful explanation on the part of the teacher; the second by using the wall map and black-board, to learn why great movements in war, or great changes in peace are made; the third, by stating in their own language, either orally or on slate or paper, the knowledge they have acquired. The logical sequence of historical events is more important than a knowledge of a list of meaningless dates and facts. "Why?" is a better question than "When?" and "How?" is far better than "Who?"

Commendable progress in almost all cases can be reported.

#### PENMANSHIP.

Penmanship receives very careful attention in our schools—being taught in the three upper grades of the Primary Schools and Departments, and in all the grades of the Grammar Schools.

In a large majority of cases, the results as presented in the class copy-books, were found to have been of a high order of merit. In several schools, however, the miscellaneous and off-hand work appeared to fall in general merit behind the writing of the copy-books. The free-hand writing, while not expected to be minutely exact in all details, should, however, be a reasonably regular and creditable outcome of the careful practice and work in copy-book. The Course assigned by the Board is varied and practical, and as the result of intelligent guidance and instruction on the part of Principals and class-teachers, whole classes and schools have become the fortunate possessors of a free, rapid, and beautiful handwriting. There

is (or, rather, should be) nothing to prevent any of our schools from reaching such desired result in Penmanship.

*Slate-writing* is extensively practised in all grades of all our schools. For economic reasons it is quite generally used in written spelling, impromptu composition and other school exercises. In most of the schools the off-hand slate-writing, executed in the presence of the examining officers, showed accurate spelling, the correct use of capitals and of the punctuation marks, and was worthy of high commendation.

In some few instances, the accommodations for writing are defective either in number of desks, or in arrangement of seats and desks as to light, etc.; but such defects will, doubtless, as far as practicable, be soon remedied. There are, however, some faults in connection with the instruction and practice in writing that can and should be speedily remedied. Awkward and cramped manner of holding pen or pencil, and positions that are injurious to bodily form and health, should be carefully looked after and corrected by instructors of youth. Hence, the *manner of execution*—such as the positions of the pupils while engaged in writing, the place of the copy-book or slate, the mode of holding the pen or pencil—reflects favorably or unfavorably upon the character of the physical training and the discipline of the pupils. Intelligent instruction in this direction, combined with a proper degree of vigilance on the part of Principals and class-teachers, will in all cases, be found to be effective in remedying such evils.

#### DRAWING.

The revised course in Drawing has now been in operation for two years, and has proved an undoubted success. The suggestions given in the Teachers' Manual recently issued have already been applied by very many of the teachers, and,

as a result, the work presented for inspection shows an improvement on even the great excellence that was attained last year. This commendation applies with equal force in Grammar and in Primary classes.

In object drawing the work has not been as uniformly excellent as in the other parts of the course ; with proper methods of instruction, this weakness can readily be removed, in the few instances where it now exists.

In a number of the schools special commendation is due for the very thorough development of the industrial drawing, the original designs being very varied in idea and very neatly executed.

#### VOCAL MUSIC.

The instruction given in singing has been productive of most gratifying results. Much has been done ; more will be done. Ten minutes *each* day, judiciously spent, is ample time to insure success.

The reading of notes has lost its terrors to both pupils and teachers, and the number of the latter who still plead inability to distinguish one tone from another is rapidly diminishing.

Musical memory is so common among the pupils, that many learn an air before they read it. This should not be however. A new exercise, read every day—not taught by memory—is the best means of attaining a high degree of excellence. Exercises should be read, not learned by heart. The special teacher should not spend his time in filling the blackboard with exercises and leave the class-teacher to perfect the lessons during the week.

Whatever is memorized should be in the shape of hymns or other pieces for use at the opening exercises.

True pitch, pure tones and a strict observance of time are

the indispensable elements of success in this subject. The first two are within easy reach of the Primary Classes, and the last with its adjuncts of force, expression and modulation in the different keys, is readily acquired in the Grammar Course.

In the lower grades charts and blackboards are preferable; the book is used to advantage in the higher grades.

#### GERMAN AND FRENCH.

The study of the German language was pursued last year by 8,364 pupils, and instructed by 23 special teachers; the study of French by 1,610 pupils, instructed by 5 special teachers; in both languages, a total of 9,974 pupils and 28 teachers. The study of these languages is optional, being introduced whenever the parents or guardians of at least 30 pupils make a request to that effect, and being discontinued in any class when the attendance for a period of three months falls below 15. The general progress in both languages is satisfactory, showing an improvement upon the progress of the previous year.

#### SANITARY CONDITION OF THE SCHOOLS.

As a rule, the school buildings and premises have been kept in a proper state of cleanliness by the janitors. The plumbing, the drainage and the closet accommodation have in many cases been greatly improved by the Board during the past year, and such changes as the Board of Health have recommended have been attended to. Improvements have also been made in the ventilation of a number of class-rooms by additional sashes, transoms, etc., and a simple rearrangement of the furniture has also, in some instances, guarded against injury to the eyesight of pupils and teachers. It was gratifying

to notice that, in most cases, the Principals and class-teachers had the ordinary and available means of ventilation *judiciously used*.

As heretofore, personal neatness and tidiness have received attention and encouragement. The spread of contagious diseases among the pupils has been carefully guarded against by a strict observance of the rules of the Board of Education in reference thereto.

During the past year several ample sites have been secured by the Board, and commodious school edifices erected and occupied, which are free from the sanitary defects of some of the older and more contracted school premises. In these new buildings, the ventilation, the plumbing work and sanitary matters generally appear to have received proper consideration. These additional accommodations partially supply a great public want, and tend to remedy the evils of overcrowding.

The provisions made to prevent overcrowding in the public schools will be seen in the following By-Laws on the subject, and from the requirements by the Department of Supervision :

*Size of Classes.*—No class in a Primary School shall contain more than seventy-five pupils ; and no class in a Grammar School shall contain more than sixty pupils.

*Seating Capacity.*—The seating capacity of every class-room is determined by the floor surface, and air space, as follows :

In the three lower classes of Primary Schools and Departments the minimum allowance of floor surface and air space for each pupil shall be *five square feet, and seventy cubic feet*.

In the three higher grades of the same schools the minimum allowance of space for each pupil shall be *six square feet, and eighty cubic feet*.

In the four lower grades of the Grammar Schools, the minimum allowance of space for each pupil shall be *seven square feet, and ninety cubic feet*.



In the four higher grades of the same schools, the minimum allowance of space for each pupil shall be *nine square feet, and one hundred cubic feet.*

The seating capacity of each room in each school building shall be conspicuously posted in the room.

It is made the duty of every Principal to reject all applications for the admission of pupils into any school or class whenever the room occupied by the same is filled to the extent of its seating capacity.

Furthermore, each Principal of a school is required to make a monthly report to the City Superintendent, stating the grade of each class, the average register number, the average attendance for the month, and the seating capacity of the rooms occupied by the respective classes. Besides, notice is taken of these matters by the assistant superintendents during their visits to the several class-rooms; and violations of the By-Laws relative to the seating capacity and sanitary conditions are reported.

From the foregoing requirements it will be seen that careful measures are taken to prevent overcrowding in each public school of the city.

#### NAUTICAL SCHOOL.

The Nautical School "for the education and training of pupils in the science and practice of navigation," established by authority of the act of Legislature, passed April 24, 1873, still continues to be conducted on board the ship *St. Mary's*, loaned to the Board of Education by the Government of the United States, for the purpose of a Nautical School.

This school has been nearly twelve years in existence, and its efficiency in the accomplishment of the purpose for which it was organized has been completely established. The stu-

dents receive instructions in Reading, Writing, English Grammar, Geography and Arithmetic; and in Seamanship are taught to do and to understand everything requisite to make them active, competent and intelligent sailors. In both lines of study the work of the school during the year was well done, the report of the City Superintendent, who examined in the English branches, and the report of the Committee of the Chamber of Commerce, who examined in Seamanship, being very commendatory of the efficiency that the instructors exhibited and the progress that the students made.

#### CORPORATE SCHOOLS.

The following Corporate Schools participate by law in the School Fund, and are, therefore, under the general supervision of the Board of Education :

The New York Orphan Asylum, Protestant Half Orphan Asylum, Leake and Watts' Asylum, Colored Orphan Asylum, Hebrew Orphan Asylum, Ladies' Home Mission, Five Points House of Industry, New York Juvenile Asylum, Roman Catholic Orphan Asylums, New York Society for the Relief of the Ruptured and Crippled, Nursery and Child's Hospital, and its branch on Staten Island, the Association for Befriending Children and Young Girls, the House of Refuge, Children's Aid Society Schools, and the American Female Guardian Society Schools.

In the Institutions above named the schools connected with them had a total enrollment of 8,569, with an average daily attendance of 4,531; the number of teachers employed was 103. At the regular annual examination made by this Department the character of instruction in 74 classes was reported *excellent*; in 14, *good*; and in 1, *fair*. The management in all of these schools was *excellent*.

In the 21 schools of the Children's Aid Society, the number of pupils enrolled was 11,866, with a daily average attendance of 3,658; the number of teachers employed was 69. Of the classes examined 54 were *excellent* in instruction; 11, *good*; and 1, *fair*. In management, 18 schools were reported *excellent*, and 2 *good*.

In the 12 schools of the American Female Guardian Society the number of pupils enrolled was 5,037, with a daily average attendance of 1,675; the number of teachers employed was 49. In all the classes the instruction was either *excellent* or *good*. The management was *excellent* in 7 schools, and *good* in 5.

The State law in relation to sectarian instruction, and the use of sectarian text-books, appears to be carefully complied with.

As reported last year, these schools generally follow as nearly as possible the course of study pursued in the Public Schools, and find it greatly to their advantage to adopt the methods of instruction recommended in the Teachers' Manual.

The usefulness of the Corporate Schools remains undiminished; in fact, the more rigid enforcement of the law for compulsory education makes their existence more than ever a necessity for a large class of pupils whose circumstances debar them from regular attendance in the Public Schools.

#### EVENING SCHOOLS.

During the term of 1883-84 the Evening Schools fully maintained the high standard of efficiency reported for the preceding term, and they showed an increased average attendance. This increase in the average attendance is the more gratifying as it was built upon a decreased number on register, a strong indication of the greater appreciation shown by those attend-

ing. Another indication of this appreciation is given in a considerable decrease in the number of suspensions for misconduct.

The system of organization remains unchanged, there being a graded course for younger pupils, who are taught in "Schools for Juniors;" an optional course for older pupils, who are taught in "Schools for Seniors;" and classes for foreigners learning English, in both classes of schools. As usual, the classes for foreigners contained a large proportion of the whole number of the attendants upon the Evening Schools.

The average attendance for the term 1883-84 was 6,997, an increase of 117 over the attendance of the previous term.

A careful examination into the progress of the pupils, the character of instruction and discipline of the classes, and the general efficiency of the management, gave the following results:

In all the schools, 26 in number, the management was reported *excellent*. Of the 235 classes examined, 189 were reported *excellent* in instruction, 42 *good*, 2 *fair*, and 2 *indifferent*.

In discipline all except 3 were either *excellent* or *good*.

In the following table will be found interesting information concerning the Evening Schools :

EVENING SCHOOL STATISTICS, 1883-1884.

	Male Senior.	Female Senior.	Male Junior.	Female Junior.	Mixed.	Col- ored.	Total.
Whole number of Pupils on Register.....	4,095	1,088	10,077	3,691	446	163	19,560
Number over 13 and under 16.....			5,120	2,389	231	24	7,764
Number over 16 and under 18.....	1,572	556	1,980	941	97	17	5,163
Number over 18 and under 21.....	993	255	807	194	53	12	2,314
Number over 21.....	1,530	277	2,170	167	65	110	4,319
Largest number in attendance at any one time.....	2,391	709	4,893	2,122	317	100	10,532
Average attendance for the term.....	1,560	516	3,049	1,646	162	64	6,997
Number that attended less than one month.....	1,240	269	3,692	946	163	53	6,363
Number that attended the full term.....	1,276	578	2,357	1,465	108	75	5,859
Number who have received certificates this term.....	759	316	1,463	1,008	97	48	3,691
Number admitted that could not read.....	48	149	952	541	2	27	1,719
Number admitted that could not write.....	38	183	526	617	2	37	1,403
Number admitted that had previously attended Grammar Schools.....	1,868	524	3,074	1,758	235	18	7,477
Number admitted that had previously attended Primary Schools.....	695	287	1,153	733	54	2	2,924
Number of pupils suspended or discharged for misconduct.....	11	.....	166	3	.....	.....	180
Number of German pupils studying English.....	1,667	186	2,007	403	94	.....	4,357
Number of other foreign pupils studying English...	83	54	1,922	220	.....	2	2,281
Number of pupils studying Reading.....	1,701	500	.....	.....	.....	.....	2,201
Number of pupils studying Arithmetic.....	1,786	286	.....	.....	.....	.....	2,072
Number of pupils studying Composition.....	147	282	.....	.....	.....	.....	429
Number of pupils studying Penmanship.....	1,352	722	.....	.....	.....	.....	2,074
Number of pupils studying Book-keeping.....	770	158	.....	.....	.....	.....	928
Average attendance of foreigners studying English...	710	55	1,059	283	33	1	2,141

## RECOMMENDATION.

During the past year the several consolidations of schools have increased the efficiency of the instruction by securing better grading and classification. Although much has thus been done toward lessening the number of very small classes of the highest grades, and the number in which two or more grades are taught by the same teacher, yet there still remains a sufficient number of such classes to cause me to renew a recommendation made in a former report—that classes of the first and second Grammar grades should not be organized with less than a certain number of pupils, such number to be fixed by the By-Laws of the Board of Education. The reasons then presented have lost none of their force, and they are here reiterated.

In schools situated in unfavorable localities, the Principals are engaged in an almost hopeless endeavor to maintain classes of the highest grades. If the Principal does succeed in creating such a class, it is almost invariably very small in numbers. Hence, we find the most experienced and best paid teacher in the school devoting his efforts to the education of the few in the upper grade, while the youngest and least experienced teacher is instructing from forty to sixty children in the lowest grade. This limitation of the grades will work no injustice to the pupils, for they are then of an age sufficiently mature to enable them to attend a school at a little greater distance from their homes. The greater efficiency in instruction that would result from the adoption of this recommendation is not the only argument in its favor. The proposed plan would not only conduce to economy by the abolition of very small classes, but would thus afford more accommodation for the Primary children.

## COMPULSORY EDUCATION.

The enforcement of the Compulsory Education Act constitutes a very important part of the duty assigned to the City Superintendent. In a city as large as ours, truancy and non-attendance necessarily exist; and the work of restraint and correction, so far as these evils are concerned, is by no means an easy task.

During the year the Department made 22,047 visits, classified as follows: To homes, 13,396; to schools, 6,367; to stores and factories, 2,284. It is worthy of special mention that only 179 children were found employed in violation of the Act. In each of these instances, immediate compliance with the law was merely a matter of notification and request on the part of the City Superintendent.

The number of visits made on account of truancy was 2,247; and the number of truants was found to be 1,813. Of these truants, 1518, when returned to school, continued to attend, thus giving proof that the action and supervision of the Department are both reformatory and efficient to a very high degree. The constant decrease in the number of what may be called the more or less incorrigible truants (this year, 295 in number), is additional proof in the same direction. The fact that habitual truancy affects less than one pupil in every 400, though leaving something still to be done, leaves but little to find fault with.

A non-attendant is, under the Act, any child between eight and fourteen years of age that does not receive instruction for fourteen weeks each year. The total number of non-attendants placed in school during the year was 782.

Each year, in a district as large as time and opportunity will permit, the Department makes a census of the school

population between five and fourteen years of age. Last year, the First, Second, Third, and Fourth Wards were thus enumerated; this year, the Fifth, Sixth, and Eighth. Of children between the ages of eight and fourteen years, and therefore amenable to the compulsory law, there were 66 in the Fifth Ward who were non-attendants when the census was taken; 123 in the Sixth, and 159 in the Eighth—in the three Wards, a total of 348. Of these 348, only 161 are not, at present, attending school. As the census shows that the Fifth, Sixth, and Eighth Wards have an aggregate of 7,224 children between the ages of eight and fourteen years, it would appear, from what is above stated, that nearly ninety-eight per cent. of said 7,224 children are complying with the law.

The law directs that, in the months of September and February of each year, and at such other times as may be deemed necessary, examination shall be made “into the situation of the children employed in all manufacturing and other establishments where children are employed.” This requirement received very careful attention, 2,284 visits to stores and factories having been made during the year. As was previously mentioned, only 179 children were found to be employed illegally, and in every instance there was immediate and ready compliance with the law. Of the certificates showing attendance for fourteen weeks, 931 were issued during the year.

At special times and in special districts, descents in force are made, whenever the Department deems such action advisable.

A table, compiled from the police records for 1883 and 1884 is appended. The decrease there shown in juvenile crime is both marked and gratifying—especially marked and gratifying when it is borne in mind that the population is increasing year by year. It is not claiming too much to say that this Department is an important factor in bring about this diminu-



tion of youthful wickedness and crime, and that the fact that it is thus instrumental is, of itself, sufficient to establish the Department's usefulness and value.

Respectfully submitted,

JOHN JASPER,

*City Superintendent.*

#### SCHEDULE.

*Showing a summary of the work done by the Agents of Truancy during the year.*

Total number of visits made.....	22,047
To homes.....	13,396
“ schools.....	6,367
“ stores and factories ....	2,284
	<hr/> 22,047 <hr/>
Total number of cases investigated and closed	9,741
Children kept at home by parents.....	2,613
“ “ “ sickness.....	1,586
“ “ “ poverty.....	205
“ taught at home .....	7
“ physically disqualified .....	41
“ transferred from one school to another.....	454
“ under eight and over fourteen years of age .....	279
“ withdrawn from sch'l. { left the city	74
“ “ “ “ “ gone to w'k	197
“ whose residence could not be found.	1,188
“ found to be truants and returned to school.....	2,247

Children found to be truants and committed to reformatory institutions by pa- rents through agent....	38
“ found to be non-attendants and placed in school.....	782
“ found to be non-attendants and committed to reformatory institu- tions by parents through agent..	22
“ committed to the New York Cath- olic Protectory.....	5
“ committed to the New York Juve- nile Asylum... ..	1
“ brought before Justice and dis- charged .....	2
Total.....	<hr/> 9,741 <hr/>

SCHEDULE SHOWING THE WORK OF THE RESPECTIVE AGENTS DURING THE YEAR.

	J. Rogers.	A. C. Martinez.	T. Reeves.	W. Fleming.	W. C. Bradley.	M. H. Philip.	W. M. Kitchell.	J. S. Ketcham.	J. W. Curtin.	V. Cristalli.	J. H. Baker.	F. H. Page.	J. F. Walsh.
Total Number of Visits made. { To houses.....	1,235	1,072	1,517	1,322	1,748	1,064	1,141	1,123	1,068	1,226	573	171	136
{ " schools.....	496	586	682	835	695	461	687	531	516	605	125	76	72
{ " stores and factories	665	312	101	533	80	.....	424	19	46	24	56	24	.....
Total.....	2,396	1,970	2,300	2,690	2,523	1,525	2,252	1,673	1,630	1,855	754	271	208
Children kept at home by parents.....	133	233	288	385	490	113	195	250	154	244	88	38	2
" " " sickness.....	72	168	192	214	256	134	108	128	85	139	76	13	1
" " " poverty.....	21	45	10	20	17	28	16	.....	27	2	10	2	7
" taught at home.....	.....	1	.....	2	.....	2	1	.....	.....	.....	1	.....	.....
" physically or mentally dis-	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
" qualified.....	15	.....	3	7	3	5	4	2	1	1	.....	.....	.....
" transferred from one school	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
" to another.....	29	14	105	43	64	52	40	10	15	67	13	1	1
" under 8 and over 14 years	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
" of age.....	25	32	37	65	27	25	5	10	8	39	4	2	.....
" withdrawn } left the city.	9	1	5	15	13	4	9	.....	2	15	1	.....	.....
" from school } gone to work	3	1	20	46	37	21	40	6	9	7	6	.....	1
" whose residence could not	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
" be found.....	71	86	134	99	214	129	118	139	48	101	41	5	3

**SCHEDULE SHOWING THE WORK OF THE RESPECTIVE AGENTS DURING THE YEAR.—(Continued.)**

	J. Rogers.	A. C. Martinez.	T. Reeves.	W. Fleming.	W. C. Bradley.	M. H. Philip.	W. M. Kitchell.	J. S. Ketcham.	J. W. Curtin.	V. Cristall.	J. H. Baker.	F. H. Page.	J. F. Walsh.
Truants returned to school.....	221	221	217	94	357	168	226	182	302	110	92	25	32
“ committed to Reformatory Institutions by parents through agent.....	1	3	9	.....	5	8	.....	2	8	2	.....	.....	.....
Non-attendants placed in school.....	51	57	86	78	65	68	73	71	43	159	4	10	17
“ committed to Reformatory Institutions by parents through agents.....	.....	2	3	.....	7	2	2	2	.....	4	.....	.....	.....
Committed to New York Catholic Protectory.....	.....	2	.....	.....	2	.....	1	.....	.....	.....	.....	.....	.....
Committed to New York Juvenile Asylum.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....
Brought before a magistrate and discharged.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....
Total.....	651	866	1,109	1,068	1,557	761	839	802	702	890	336	96	64

J. H. Baker resigned May 1st.  
F. H. Page and J. F. Walsh appointed November 19th.







*The following tables, obtained from the Records of the Police Department, show the number of children between eight and fourteen years of age arrested for the five years preceding the enactment of the law, and for the last five years, together with the cause of arrest.*

CAUSE OF ARREST.	1870.	1871.	1872.	1873.	1874.	Total.
Truancy.....	103	71	99	139	81	493
Vagrancy.....	212	257	198	141	191	999
Disorderly Conduct.....	309	167	216	181	194	1,067
Violating City Ordinance.....	17	12	16	3	66	114
Assault and Battery.....	23	12	22	20	15	92
Malicious Mischief.....	11	4	10	2	13	40
Intoxication.....	32	21	15	24	11	103
Felonious Assault.....	.....	1	6	3	4	14
Petty Larceny.....	216	226	283	252	218	1,195
Larceny from the Person.....	5	14	23	26	12	80
Grand Larceny.....	28	23	25	35	22	133
Burglary.....	17	12	26	33	19	107
Robbery.....	1	3	7	5	5	21
Suspicious Persons.....	28	14	17	21	29	109
Held for further examination.....	117	354	268	351	334	1,424
All other causes.....	25	3	22	33	31	114
Total.....	1,144	1,194	1,253	1,269	1,245	6,105

CAUSE OF ARREST.	1880.	1881.	1882.	1883.	1884.	Total.
Truancy.....	94	66	41	53	47	301
Vagrancy.....	52	81	80	93	75	381
Disorderly Conduct.....	192	111	143	228	148	822
Violating City Ordinance.....	92	52	100	92	64	400
Assault and Battery.....	24	14	8	17	8	71
Malicious Mischief.....	1	8	5	4	11	29
Intoxication.....	13	5	7	8	3	36
Felonious Assault.....	11	3	3	2	2	21
Petty Larceny.....	203	130	91	95	37	556
Larceny from the Person.....	26	14	14	12	3	69
Grand Larceny.....	18	9	5	9	2	43
Burglary.....	36	14	23	22	10	105
Robbery.....	28	9	.....	1	.....	38
Suspicious Persons.....	22	24	8	18	6	78
Held for further examination.....	162	143	163	172	239	879
All other causes.....	15	17	26	27	3	88
Total.....	989	700	717	853	658	3,917





# REPORT

OF THE

PRESIDENT OF THE NORMAL COLLEGE.



FACULTY AND OTHER INSTRUCTORS  
OF THE  
NORMAL COLLEGE.

---

THOMAS HUNTER, Ph.D.,

President and Professor of Intellectual Philosophy, 140 East 80th Street.

ARTHUR H. DUNDON, A.M.,

Professor of English Literature and Latin, Fordham.

JOSEPH A. GILLET, A.M.,

Professor of Physics and Chemistry, 230 East 71st Street.

CHARLES A. SCHLEGEL, Ph.D.,

Professor of German, 950 Lexington Avenue.

EDWARD H. DAY,

Professor of Natural Science, 145 East 127th Street.

EUGENE AUBERT, A.B.,

Professor of French, 142 West 47th Street.

GEORGE MANGOLD,

Professor of Music, 236 East 18th Street.

**LYDIA F. WADLEIGH,**

Superintendent, 361 Lexington Avenue.

**SARAH E. H. HALL,**

Secretary and Librarian, 177 East 70th Street.

**ELIZA WOODS,**

Tutor in Mathematics, 363 West 15th Street.

**LAVINIA M. HOLMAN,**

Tutor in Latin, 112 East 82d Street.

**MARY A. MATHEWS,**

Tutor in Mathematics, 49 West 37th Street.

**HELEN G. MORGAN,**

Tutor in Mathematics, 608 Pavonia Avenue, Jersey City.

**LAURA E. LEAL,**

Tutor in Mathematics, 775 Lexington Avenue.

**A. CAROLINE COVELL,**

Tutor in Drawing, 23 East 24th Street.

**MARY WILLARD,**

Tutor in History, 106 West 49th Street.

**JESSIE MCGREGOR,**

Tutor in Physics, 363 West 15th Street.

**MARY E. SMYLY,**

Tutor in Latin, 54 East 81st Street.

**ELFRIDA DE WAILLY,**

Tutor in French, 528 East 119th Street.

MARY S. KENNEDY,

Tutor in Rhetoric, 114 East 127th Street.

JENNY B. MERRILL,

Tutor in Methods of Teaching.

HONORA MACDONOUGH,

Tutor in History, 953 Lexington Avenue.

LAURA FRIEND,

Tutor in History, 795 Lexington Avenue.

FREDERICA J. CONSTANTINI,

Tutor in German, 157 East 49th Street.

EMILY I. CONANT,

Tutor in Latin and Methods, 139 West 45th Street.

BETSEY B. DAVIS,

Tutor in Latin, 25 West 119th Street.

ACHSAH M. ELY,

Tutor in Mathematics, 136 East 39th Street.

MARGUERITE MERINGTON,

Tutor in Latin, 449 East 115th Street.

ELIZABETH R. BECKWITH,

Tutor in Latin, 709 East 141st Street.

FELICIE DIAZ,

Tutor in French, 23 West 17th Street.

EMMA M. REQUA,

Tutor in Calisthenics and Composition, 43 West 22d Street.

**ELEANOR BOESÉ,**

Tutor in Composition, 140 East 38th Street.

**MARGUERITE LIÈBRÉ,**

Tutor in French, 108 Lexington Avenue.

**ELIZABETH G. KNIGHT,**

Tutor in Natural Science, 212 East 50th Street.

**FLORENTINE ARTMANN,**

Tutor in German, 209 East 77th Street.

**MARY W. ROE,**

Tutor in Mathematics, 361 Lexington Avenue.

**EVA B. HICKINBOTTOM,**

Tutor in Latin, 524 Grand Street.

**MARGARET H. HOLMES,**

Tutor in Drawing, 10 West 46th Street.

# TRAINING DEPARTMENT

OF THE

## NORMAL COLLEGE.

---

- Miss ISABELLE PARSELS.....438 Madison Avenue.  
 " JANE W. McELHINNEY...54 East 128th Street.  
 Mrs. C. E. COLEMAN..... 320 East 79th Street.  
 Miss EUGENIA J. BOWNE....423 East 88th Street.  
 " CHRISTIANA METZGAR...123 East 61st Street.  
 " ELLA CALKINS..... 124 East 80th Street.  
 " FANNY E. RUTTER.....152 West 13th Street.  
 " SARAH J. ACKER.....247 West 4th Street.  
 " MARTHA S. THOMPSON...919 Park Avenue.  
 " MARGARET L. LOLLO....103 East 16th Street.  
 " JANE V. CROOK.....Mount Vernon.  
 " LOUISE WILSON.....244 West 56th Street.  
 " AMELIA M. MEEK.....158 West 22d Street.  
 " CLARA W. MINER. ....18 West 129th Street.  
 " FANNIE SANFORD.....214 West 45th Street.  
 " MARY CONANT FOSTER...1185 Lexington Avenue.  
 " CARRIE L. SMITH.....353 West 31st Street.  
 " ALICE N. GOOLD.....58 East 133d Street.  
 " JENNIE V. KIRBY.....West 154th Street, Wash. H'ts.  
 " MARGARET F. BRANGAN..143d Street, East of Boulevard.  
 " ELIZABETH E. FEGAN....572 Ash St., Mt. Hope, Tremont.  
 " ANNIE G. PECK..... 141 East 74th Street.  
 " REBECCA R. ELLIOTT...32 Laight Street.  
 " ANNA L. ISHAM.....129 East 10th Street.  
 " EMMA A. NEWMAN.....177 East 70th Street.  
 " ELIZABETH JARRETT....866 Eighth Avenue.  
 " MARTHA F. MILLER....311 West 17th Street.





# REPORT.

NORMAL COLLEGE,  
NEW YORK, Dec. 31, 1884. }

*The Honorable the Board of Education :*

GENTLEMEN—In conformity with the by-law, I respectfully present the annual report of the Normal College for the year ending December 31, 1884.

## STATISTICS.

### NORMAL COLLEGE.

Number of Students on Register, Dec. 31, 1883.....	1,644
“ “ “ “ “ “ “ 1884.....	1,510
Decrease in the number on Register .....	134
Average attendance for the year 1883.....	1,384
“ “ “ 1884.....	1,454
Increase in average attendance.....	70
Number of Students admitted during 1884.....	585
“ admitted from Public Schools.....	558
“ “ “ Private “ ..	5
“ “ by special permission prior to June 1, '84..	22
of Students discharged during 1884.....	719
“ “ “ who were graduated in 1884.....	245
“ “ “ “ “ “ Introductory Class.....	527
“ “ “ “ “ “ Sophomore “ .....	410
“ “ “ “ “ “ Junior “ .....	330
“ “ “ now in the Senior “ .....	243
“ “ “ studying French.....	959
“ “ “ “ German . .....	551

## TRAINING DEPARTMENT.

Whole number of pupil-teachers in attendance during 1884.....	504
Average number per week during the year 1884.....	87
Whole number of children taught during 1884.....	1,792
Largest number on Register.....	1,331
Average number on Register.....	1,290
Number on Register December 31, 1884.....	1,266
Number on Register December 31, 1883.....	1,320
Decrease in number on Register.....	54
Average attendance during 1884.....	1,114
Number of pupils of Grammar Grade Dec. 31, 1884....	624
“ “ “ “ Primary “ “ “ “ ....	608
“ “ “ in Kindergarten.....	34
“ “ “ promoted to the College in 1884.....	50
Number of boys promoted to Grammar School in 1884..	41
Number of pupils admitted during the year.....	472
“ “ “ discharged “ “ “ .....	526
Number of classes of Grammar Grade, Dec. 31, 1884..	12
“ “ “ “ Primary “ “ “ “ ..	10

TABLE I.

SHOWING THE NUMBER OF STUDENTS AT PRESENT STUDYING  
THE FRENCH AND GERMAN LANGUAGES.

	Register.	French.	German.
Number in Senior Classes.....	243	155	88
Number in Junior Classes.....	330	233	97
Number in Sophomore Classes.....	410	253	157
Number in Introductory Classes.....	527	318	209
Total.....	1,510	959	551

TABLE II.

SHOWING THE NUMBER OF ADMISSIONS FROM EACH WARD,  
JUNE, 1884.

WARD.	Number Admitted.	WARD.	Number Admitted.
First.....	0	Fourteenth.....	0
Second.....	0	Fifteenth.....	55
Third.....	0	Sixteenth.....	50
Fourth.....	5	Seventeenth.....	9
Fifth.....	1	Eighteenth.....	15
Sixth.....	0	Nineteenth.....	69
Seventh.....	13	Twentieth.....	22
Eighth.....	1	Twenty-first.....	20
Ninth.....	30	Twenty-second.....	54
Tenth.....	10	Twenty-third.....	20
Eleventh.....	23	Twenty-fourth.....	14
Twelfth.....	95	Train'g Dept. of Nor. Cpl.	50
Thirteenth.....	2	Private Schools.....	5
			563

TABLE III.

NUMBER OF ADMISSIONS FROM EACH OF THE GRAMMAR SCHOOLS,  
JUNE, 1884.

Number of School.	Number Admitted.	Number of School.	Number Admitted.	Number of School.	Number Admitted.	Number of School.	Number Admitted.	Total Number Admitted.
1	5	21	0	42	4	63	3	
2	8	22	5	44	1	64	10	
3	12	23	0	45	34	65	1	
4	1	24	0	46	1	66	0	
7	0	25	2	47	53	68	49	
8	0	28	6	48	5	69	37	
9	1	29	0	49	9	71	7	
10	2	30	0	50	15	72	9	
12	5	33	17	53	18	73	3	
13	2	34	1	54	0	T. D.	50	
14	11	36	11	56	16	Col. 3.	1	
17	9	37	17	59	34	Pr. Schs.	5	
18	14	38	1	60	6			
19	5	39	19	61	8			
20	6	41	18	62	6	Total...		563

TABLE IV.

SHOWING THE NUMBER PROMOTED IN EACH GRADE AND CLASS,  
JUNE, 1884.

CLASS.	Register.	Number Promoted.	Number not Promoted.	CLASS.	Register.	Number Promoted.	Number not Promoted.
A4*	42	42	0	AF	40	25	15
B4*	41	41	0	BF	41	32	9
C4*	45	38	7	CF	49	38	11
D4*	46	41	5	DF	39	30	9
E4*	38	38	0	EF	50	30	20
F4*	41	37	4	FF	54	38	16
				GF	49	36	13
				HF	43	36	7
	253	237	16				
					365	265	100
A3*	47	38	9	AG	54	30	24
B3*	46	45	1	BG	62	37	25
C3*	45	41	4	CG	60	48	12
D3*	41	39	2	DG	54	36	18
E3*	48	44	4				
F3*	48	44	4				
					230	151	79
	275	251	24				
A2*	44	40	4	Total.....	1,503	1,237	266
B2*	44	39	5				
C2*	43	41	2				
D2*	47	39	8				
E2*	41	39	2				
F2*	41	41	0				
G2*	38	31	7				
H2*	41	27	14				
I2*	41	36	5				
	380	333	47				

TABLE V.

SHOWING THE AVERAGE ATTENDANCE AND NUMBER OF GRADUATES EACH YEAR SINCE 1870.

Year.	Average Attendance.	Number of Graduates.	Year.	Average Attendance.	Number of Graduates.
1870	854	96	1879	1,295	313
1871	969	151	1880	1,250	361
1872	874	128	1881	1,127	309
1873	816	83	1882	1,190	*0
1874	927	187	1883	1,384	239
1875	1,071	135	1884	1,454	†245
1876	1,217	231			
1877	1,334	222			
1878	1,321	257	Total number of Graduates .....		2,957

\* Owing to the establishment of the fourth year.

† Eight of these graduated in September.

TABLE VI.

SHOWING THE AVERAGE PER CENT. IN EACH BRANCH OF STUDY TAKEN BY THE CANDIDATES ADMITTED AT THE EXAMINATION IN JUNE, 1884.

Arithmetic .....	85
Composition .....	80
Drawing .....	85
Geography .....	90
Grammar .....	87
History .....	82
Spelling .....	93
Average .....	86



## ADMISSIONS FROM THE COMMON SCHOOLS.

Perhaps the most delicate duty the President is called upon to perform is the preparation of the questions for admission to the College. In order that these questions shall not be ridiculously easy on the one hand, or too difficult on the other, it is necessary to exercise the greatest care and circumspection. The questions of previous years must be closely examined, or there is danger of repetition; and the requirements of the first grade of Grammar Schools must be kept constantly in mind, or there is danger of transcending the limits prescribed by law. Inasmuch as the teachers constantly review the questions given at previous examinations, it is imperative that these questions should be varied from year to year. Sometimes, too, there have been complaints about over-study in the Common Schools; and the teachers have been held up to public odium as little less than barbarians. Then, in the interest of humanity, the standard for admission to the College was lowered. And what followed? The admission, in 1883, of nine hundred and fifty-seven (957) students—a number nearly double that for which there was decent accommodation, and the overcrowding of the College to such an extent as to seriously menace the efficiency of the institution. These simple facts show very clearly that it is no easy matter to prepare a set of questions that will be a fair test of fitness, and at the same time please everybody.

In view of this overcrowding, the Committee on the Normal College, after due deliberation, and with the advice and consent of the President of the Board, passed a resolution that the number of candidates to be admitted in June, 1884, should not exceed the number for which there was room; that these candidates should be received in the order of merit; and that the Principals of the schools, and, through them, the pupils and

parents, should be duly notified of the proposed change. That the notification was ample and reasonable, Commissioner Crawford fully proved in his able report to your Board concerning the application of Mr. Brennan for the admission of a candidate who had received an average mark between 75 and 81 per cent. In addition to the circulars sent to the schools informing the Principals of the action of the Committee, the Chairman and the President of the College announced from the College platform, before the examination began, that the candidates would be taken in the order of merit as far as the accommodations of the building would permit; and that it was more than likely that there would not be room for all who would receive an average of 75 per cent. required for admission in former years. They were also told that their Principals would be notified, in September, by means of a printed paper, as to the numbers admitted. It is evident, therefore, that there was either a great and unaccountable misunderstanding, or a willful perversion of the facts when the clamor was raised about want of proper notification. Perhaps it was an error to mention any per cent. whatever; if so, it was an error that leaned to virtue's side. The object intended was commendable, even if it led to a great deal of trouble. The Committee and the Faculty desired to give the Female Grammar Schools credit for the fact that seven hundred and ninety-one (791) of their pupils passed a good examination and under the old rules were entitled to admission. There were a thousand and sixty-six (1,066) candidates in June, 1884, and had half of these been sent away as incompetent, without a word of explanation, the public (never too well informed concerning the schools) would have naturally concluded that the management and instruction had greatly deteriorated. For this consideration for the reputation of others, the Faculty and Committee received their due reward in the polite criticisms freely passed upon their actions

by some of those they thought to serve. In order to prevent a repetition of the trouble of last summer, the Committee, shortly after the opening of the schools in September, passed a resolution that hereafter no per cents. shall be announced, and that candidates shall be taken in the order of merit until all the vacant seats in the College are filled. A copy of this resolution was sent to every Principal of a Female Grammar School, with a request that she would notify pupils and parents of the facts.

For fourteen years the examination for admission to the College has been, as a rule, satisfactory to the great majority of Principals and teachers, many of whom have commended the care with which the questions have been prepared and the fidelity with which the candidates' papers have been examined. That a very small number of teachers should think any fairly difficult examination a grievance is not to be wondered at, when it is remembered that candidates have been sent to the College who had been but five months in the first grade of Grammar School! No wonder the children are crowded with studies; and no wonder that their health breaks down under an unwholesome pressure to accomplish in one year what should require two. Imperfect preparation, hasty promotion and lack of time to learn, to digest and to assimilate the knowledge vaguely acquired in the two higher grades of the Grammar School cause the greater part of the overwork and worry complained of. Under such a system of teaching, the Board of Education might reduce the course of study to the single subject of arithmetic, and yet there would be no relief. A plant cannot be made to grow by tugging at its roots; it needs sunshine and rain and *time*. It has been ascertained by actual investigation that the best students now in the College were kept two years in the two higher grades of the Public Schools by

wise Principals ; and that these students learn their College lessons in little more than an hour.

The remedy for overwork and worry is a simple one. Let the Board of Education make a by-law that no pupil shall be promoted to the first grade of Grammar School unless he or she has been at least one year a member of the second grade ; and that no pupil shall receive a certificate from a Principal, entitling him or her to be a candidate for admission to the College, who has not been at least one year a member of the first grade. With such a restriction as this the limitation of age might be abolished. Such a by-law as this, rigidly enforced, would enable the candidates to become extremely thorough in the elementary branches of study which they may subsequently be called upon to teach, would put a proper check upon hasty promotions, and would give the pupils ample time to grow, both physically and mentally. It would also save the College the time now spent in reviewing such subjects as spelling, history, grammar and arithmetic. If students desired to enter stores or learn trades, instead of entering College, they would be better fitted for their work and more likely to succeed in the battle of life.

#### QUESTIONS FOR EXAMINATION.

It is most emphatically denied that the questions for admission last June were unfair or too difficult. Let them be submitted to any jury of competent teachers, and there can be no doubt as to their decision. The questions are printed in this report. They will stand the test of intelligent criticism. There were a thousand and sixty-six (1,066) candidates under examination ; in round numbers, eight hundred (800) took seventy-five (75) per cent. or more ; six hundred (600) eighty (80) per cent. or more ; five hundred and fifty (550) eighty-one (81) per

cent. or more ; five hundred (500) eighty-two (82) per cent. or more, and three hundred (300) eighty-five (85) per cent. or more. Here is internal evidence that the questions were a fair test. Had they been ridiculously easy all would have passed, and the examination would have been a farce and a waste of time.

Another proof, were any necessary, that the questions for admission were not too difficult is established by the fact that the results of the examination were higher in 1884 than they were in 1883. The general average in all the studies in 1883 was eighty-four and three-sevenths ( $84\frac{3}{7}$ ), and in 1884 it was eighty-six (86.) In arithmetic, geography, drawing and spelling the marks in 1884 were higher than in 1883 ; while in English composition and grammar they were lower. The mark in history was the same (82) in both years. Even making allowance for the fact that the general average for 1883 was based on a larger number of admissions, the simple truth remains that five hundred and fifty-eight (558) candidates received the excellent general average of eighty-six (86). Could there be better testimony than this in regard to the efficiency of the great majority of the Female Grammar Schools, or to the fairness and justice of the College examination ? *Ex parte* criticisms are decidedly objectionable, and still worse are criticisms made for the purpose of excusing inferior instruction. President Stephen A. Walker, in a speech delivered some years ago in the College, said : " No one objects to fair and " intelligent criticism ; but to pass judgment on the management and instruction of an institution of learning by merely " looking at its outside walls is the height of folly and in- " justice."

One of the best authorities on education in the world, J. G. Fitch, Lecturer on Teaching in the University of Cambridge, says : " Simple questions are always best ; for they help you

" to do full justice to common-place pupils, and yet there is  
 " scope enough in them for difference in the manner and sub-  
 " stance of the answer to distinguish between such pupils and  
 " the best. Still, over and above these simple questions, I  
 " should always put two or three which will afford opportunity  
 " to the best scholars to distinguish themselves. Say I draw  
 " a paper of ten questions in arithmetic, I would let seven of  
 " them be honest, straightforward sums in the form which the  
 " scholar would naturally expect ; but I would add three which  
 " required an explanation of principles, and which, without  
 " being puzzles or conundrums, were designed to call forth the  
 " ingenuity and thought of the best scholars."

It was in this spirit and to a great extent in accordance with  
 this admirable advice that the questions for admission were  
 prepared last June.

Of course, it would be utterly absurd to question the power  
 of the Board, through its Committee, to establish the con-  
 ditions of admission to the College. The right to require  
 seventy-five per cent. presupposes the right to require any per  
 cent. which the exigencies of the College may demand. If  
 there were no limit to admissions confusion and chaos would  
 be the inevitable result. The alteration of the conditions of  
 admission is no new thing. On one occasion the general  
 average required was reduced to seventy and on another raised  
 to eighty. The Committee was constrained to raise the general  
 average last June from seventy-five to eighty-two ; but such  
 was their anxiety to admit as many as possible, that when it  
 was discovered that fifty candidates entitled to admission did  
 not wish to enter the College, fifty-eight others who had re-  
 ceived a general average between eighty-one and eighty-two  
 were accepted in their stead. Gladly would all who received  
 a general average of seventy-five have been admitted had there  
 been room to accommodate them. But it was necessary to per-

form a painful duty—to limit the number of admissions—in order to preserve the College from the evils consequent upon overcrowding; and for the firmness displayed by the Committee in the performance of this unpleasant duty the President of the College, in behalf of the Faculty and Tutors, desires to express his grateful thanks.

#### THE HEALTH OF SCHOOL CHILDREN.

As before stated, the hasty promotion of poorly prepared pupils, the mental strain to grasp what is beyond their comprehension, and the worry consequent upon their futile efforts to succeed, would undermine the strongest constitutions and produce physical evils, for which the best education of the brain is but a sorry compensation. But no intelligent and conscientious teacher could be guilty of so great a crime against humanity as that of cultivating the mind at the expense of the body, and by so doing endanger life itself. On the other hand, while overwork cannot be too strongly condemned, it is unjust to the children and their parents to keep recapitulating over and over again what they have already acquired. This useless review of studies is "like a door moving on its hinges; there is constant motion but no progress." There is a happy middle course in education as in the other affairs of life; and trained teachers will always find it, or at least make the effort to find it. To young persons, between twelve and seventeen, idleness may be a greater curse than overwork. The health rarely suffers from honest hard work, provided the demoralizing and enervating influences of fear are removed. Fitch, the able author, previously quoted, says, in regard to this: "For one authentic case of permanent injury to the health of a school boy or girl from too much mental exercise, there are twenty examples of scholars who

"suffer from idleness and inaction." If a true education be an harmonious development of the body, the mind and the moral nature, it is very evident that, until teaching is made a professional calling, appreciated and respected, because it requires costly training, school children must continue to suffer from the inexperience and blunders of unqualified teachers. The great majority of able teachers, who began the work of teaching without previous training are ready to confess, with a blush of shame, the multitude of blunders they committed during the first year or two, while experimenting and endeavoring to acquire the art of government and instruction. Two or three classes were injured to a greater or less extent; and if this were true of those who had a natural aptitude for teaching, who can calculate the amount of evil done by those who had no aptitude or love for the work of instruction, and accepted positions as teachers in order to make pin money, or to obtain support while studying for some other profession? Such teachers will always overwork the children and make them miserable. We find, here and there, too, a Principal who, for the sake of a great reputation, imposes burdens under which the children stagger and fall. "What were ten thousand lives to a fame like" his? The true remedy for overwork and worry is normal training.

#### THE TRAINING DEPARTMENT OF THE COLLEGE.

The Training Department of the College seems to be less understood than any other department of the educational system. In order to properly comprehend it, it must first be admitted to be a department of the College, precisely on the same footing as science or Latin. To treat it as a Ward School is simply to nullify the purpose for which it was established and to destroy its usefulness as an adjunct of the



College. It is evident that it must be either one or the other, a part of the College or a Ward School, governed by a Board of School Trustees. To make it partly one and partly the other would be the worst thing that could happen to it; for it would make it an educational monster with two separate and distinct heads.

Fourteen years have passed away since the Training Department, under another name, was established; and with this lapse of time a new generation of school officers has been appointed to administer the educational system of the city. Only two or three of the veterans remain. To the younger officers a brief account of the origin of the Training Department may be of some interest, and may throw such light on its aims and purposes as may enable them, perhaps, to fully appreciate its usefulness and necessity.

Immediately following the passage of the by-laws, in 1869, establishing the Normal College, then called the Normal and High School, the Board of Education passed a resolution granting permission to the newly elected President and Vice-President to visit and examine the working of the normal schools in New York and in the neighboring States. Accordingly they visited four State normal schools in Massachusetts, and one each in Albany, Oswego, Trenton, Philadelphia and Baltimore; and devoted much time and care in ascertaining the merits and defects of the system. In addition to the knowledge obtained by close personal observation, every able authority on normal education was consulted. Among a series of questions asked every principal of a normal school was this: "Is a training school necessary to the success of a normal school?" In a majority of cases the answer was "yes." In the two best normal schools visited, training schools were in excellent working order, and the Principals were ardent advocates of their usefulness. In the worst nor-

mal school of all, the Principal was opposed to a training school, remarking that, "The best normal instruction is the example of a good teacher in the presence of his class." While according due value to the benefit of a good example, he was asked how long it would take a boy to learn to swim by nothing more than the example of a good swimmer? He replied by saying that the cases were not analogous.

The President and Vice-President made an elaborate report to the Board of Education, in which their first and most important recommendation was as follows:

"1. A training department is an essential element of a normal school. (a) It should be located in or near the main building. (b) It should have a Principal and several critic-teachers under the control of the President of the Normal School. (c) It can be managed in such a way as to give satisfaction to parents."

The Committee on the Normal College prudently hesitated to act upon this recommendation, because they feared that parents might object to have their children experimented upon by pupil-teachers. But, when convinced that the children would not suffer in their education, the Committee went to work with the promptitude and energy that characterized all their actions. They hired a building in St. Mark's Place and organized a "model school," with a principal and staff of critic-teachers. A curious fact, and one well worthy of note is that the "model school," although in poor and inconvenient temporary quarters, attracted from the very beginning, not the children of the ignorant who might be imposed upon, but those of the educated who are supposed to be the best judges of good schools, and the most anxious concerning the education of their children. In corroboration of this fact, the Principal, in her report to the President, three months after the

school was organized, wrote as follows: "Nearly all of them " [the children] have educated parents who can understand " and appreciate the efforts that are made to benefit their " children. Many of the parents have visited the school and " expressed much satisfaction." This state of feeling on the part of educated parents could not be attributed to any factitious influences emanating from the College, for that institution was itself in state of embryo, located in temporary quarters, nearly half a mile distant, and struggling for dear life against a host of enemies determined on its destruction. The experiment of a "model school" in which pupil-teachers could put in practice the theories they had been taught proved a great success.

In September, 1873, the College was removed from its temporary quarters to the new and beautiful edifice on Sixty-eighth Street and Fourth Avenue, and shortly afterwards the Model School was transferred to Lexington Avenue. The two buildings covered the greater portion of an entire square, and were connected by a covered bridge. The work of training teachers for the public schools then began in earnest, great care being still taken to prevent the children from suffering in their education. Such was the popularity of the school even then that the Board, in a few years, were compelled to add another story to the building; but that, too, proved insufficient to meet the demands of educated parents for the admission of their children. Three large schools have been since established in the immediate neighborhood; and yet there has been no diminution in the demand for admission. Does any sane man suppose for an instant that thousands of educated parents are so indifferent to the welfare of their children, as to send them to a school where they could not be properly taught? There has never been a complaint to the Committee or the President, or to any one else responsible for the school,

that the children in the Training Department suffered in their education by the practice-work of the pupil-teachers. In fact, the practice-work is so timed and arranged, that no possible injury can come to the children. On the contrary, the change and variety are pleasing and helpful.

As long as it was called a "school," certain persons claimed jurisdiction over it; and to put an end to the claim, Commissioner Beardslee had a by-law passed, changing the name from "Model School" to Training Department, and making it as much a part of the College as the Department of Chemistry.

The Normal system consists of two separate and distinct parts: the Theory of Teaching, which requires a good education as its foundation, and the Practice of Teaching, which requires a graded school and a staff of critic-teachers. The resultant of the forces of education is not knowledge; it is the power to do. One might know as much of the theory of education as Locke, and yet be but a very indifferent teacher. Most people learn to do things by doing them; not by talking about them. If a good education is not made the basis of normal training, extensive practice in a training school will turn out "machine" teachers; and if there is no practice in a training school, the young teacher is very likely to do much injury to the children. In fact, if the Normal Institution has no training department, it is like a man obliged to work with one arm: it is lame and impotent.

The hours of study, the recesses, the holidays, the time of assembling and dismissal should be the same in the Training Department as in the College. A change would lead to confusion and disaster. The grading of the classes is the same as that in the Common Schools, and the methods of instruction nearly similar. The only perceptible difference is in the existence of a Kindergarten Class, and in giving a little more

attention to Object Teaching. It should be borne in mind that changes are not always reforms ; and that a system which has been slowly built up by fifteen years of care and study should not be knocked down without good cause.

#### THE GRADUATES OF 1884.

The number of young women who were graduated last June, with licenses to teach in the Common Schools, was two hundred and forty-five (245). Of these, nine (9) were conditioned on account of personal illness or deficiency in one of the elementary branches of study, to complete their examination in September following. The whole number graduated since 1870 is two thousand nine hundred and fifty-seven (2,957), giving an average of two hundred and eleven (211) for each year. Of this large number there are now employed in the Common Schools of the city more than fourteen hundred (1,400). Taking into account the number who have disappeared from the schools by death or marriage, and the number, probably twenty (20) per cent., who never intended to teach, but entered the College simply to obtain an education under the law that gave them the right to do so, this result is extremely satisfactory. But more satisfactory still is the testimony of the City Superintendent of Schools that the great majority of the teachers who were trained in the Normal College are doing excellent work. Similar testimony has been given by the Trustees, who manifest the deepest interest in the children, and by the Principals of the schools, who are progressive and endeavor to do the best possible for their pupils. In education, as in science and politics, there are Dryasdust conservatives who fancy that every reform is destructive and wicked, and that nothing is good unless it is

covered with the cobwebs of age. These people are obstructionists, who live and glory in the past. They fought the great educational reformer, Horace Mann, in Massachusetts, and they struggled hard against the Normal system. They grew up under a monitorial system, and what was good enough for them must be good enough for their children. The Normal system was established in spite of them; and since they have not been able to destroy it, they must now abuse it, and chiefly for the reason that they cannot comprehend it. And what is the nature of their abuse? They single out, here and there, a graduate not gifted with the lungs of a drill-sergeant to maintain order the first month she begins to teach, and they exhibit her to Trustees as a specimen of the work produced under the Normal system. What do these people want? That all should be perfect teachers? Can any Faculty guarantee that all the men who pass successful examinations must be necessarily successful in their profession? How unjust, then, to expect that all graduates of Normal Institutions shall be successful teachers! It must be remembered that success or failure in any calling often turns upon a very trivial event; and even those possessing the most capacity will not unfrequently disappoint their friends. So these Dryasdust conservatives, necessary evils, perhaps, may abuse the Normal system as much as they please, if they will only treat young teachers with the justice and humanity which it is their right to expect.

#### PRINCIPALS AND NEW TEACHERS.

The subordinate teacher should be respectful, faithful and obedient; she should carry out all the rules and regulations of the school, and she should conform, with a cheerful spirit,

to the methods of the Principal. The newly appointed teacher should always bear in mind that she has a great deal to learn in the practical work of instruction, and that it is her duty to derive all the benefit she can from the experience of others older than herself. Having done these things, the beginner has a right to expect kindly treatment and cordial sympathy from the Principal. Wherever kind relations exist between Principal and subordinate, a good school with successful teachers is sure to be found. But if there be petty tyranny on the one hand and chronic rebellion on the other, the school will suffer and the children will be injured. Principals ought to remember that if these young teachers were perfect the office of Principal might be abolished. The great majority of Principals—nine-tenths of them—the ablest in the profession, treat the young teachers with the greatest consideration and sympathy, advise them, assist them, and do everything in their power to make them succeed; and they act in this way because they are able and understand their business.

#### CIVIL SERVICE REFORM APPLIED TO THE SCHOOLS.

I would respectfully and urgently recommend that some action be taken, either by your Board or by the Legislature, whereby appointments in the common schools might be made according to merit and not through *influence*. The public can better afford to have unqualified servants in any other department than in that of education. The work of the teacher is the most responsible and far-reaching. The evil example of an unfit teacher may affect generations unborn. It becomes the duty, therefore, of the educational authorities to establish some uniform system by which the best teachers may be appointed in the schools. It is to be deplored that positions

are frequently given to the lowest graduates of the College, directly after receiving their licenses to teach, while the highest and best qualified, in every respect, are obliged, for want of *influence*, to wait for years and sometimes to abandon the profession altogether. Places have been promised to very inferior students, long before graduation, by friends possessing that mysterious thing called "ward influence." In justice, however, it must be stated that in some of the wards the Trustees have been very careful to select the best graduates. But there has been no compulsory system, forcing the Trustees to make their appointments on the ground of merit only. During the past year or two every appointment in the Normal College and Training Department has been made by competitive examination, and the results have been most gratifying. What has been found so good for the College would be found still better for the Common Schools. The many advantages to be gained under a system of appointment and promotion by merit must be evident to any one who has given the subject the slightest consideration. One advantage, in particular, may be mentioned, and that is the powerful stimulus it would be to the students of the College to master the art and science of teaching and thus prepare themselves to do excellent work in the Primary Schools.

#### CONCLUSION.

The work of instruction in the College and Training Department has been performed with fidelity and efficiency. The Professors and other instructors have faithfully conformed to the by-laws in regard to the course of study and to the general rules and regulations for the government of the College.



With thanks to your Board and its President, the Hon. Stephen A. Walker, and to the Committee on the College and its Chairman, the Hon. William Wood, for their unwavering support of the Institution,

I have the honor to be your obedient servant,

THOS. HUNTER,  
*President Normal College.*

CLASS HONORS.

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OTTENDORFER GOLD MEDAL.

*For Proficiency in German.*

FLORA HENSCHER.

OTTENDORFER SILVER MEDAL.

*Same.*

MARGARET BARCLAY WILSON.

KELLY SILVER MEDAL.

*For Proficiency in Methods of Teaching.*

ELEANOR J. KELLER.

KELLY BRONZE MEDAL.

*Same.*

LILLIAN M. ANDERSON.

ALUMNÆ PRIZE FOR PHYSICS.

MARGARET BARCLAY WILSON.

KANE GOLD MEDAL.

*For Physiology.*

JENNIE S. KEITH.

HUNT GOLD MEDAL.

*For Latin.*

LUDOVINA TSCHUDY.

FIRST PRIZE FOR FRENCH.

MARIE ARMAND.

SECOND PRIZE FOR FRENCH.

\$40 in Gold, given by the Hon. William Wood.

ANNIE E. HICKINBOTTOM.

## HONOR STUDENTS.

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MARGARET BARCLAY WILSON, <i>Valedictorian</i> , . . .	98 $\frac{1}{2}$
JENNIE S. KEITH, <i>Salutatorian</i> , . . . . .	97
FLORENCE KUPFER, . . . . .	97
LUDOVINA TSCHUDY, . . . . .	96 $\frac{1}{2}$
ELEANOR J. KELLER, . . . . .	96 $\frac{1}{2}$
HELEN GANSON, . . . . .	96 $\frac{2}{3}$
EMMA BRAZIER, . . . . .	96 $\frac{7}{15}$
MARY CARTER, . . . . .	96 $\frac{3}{15}$
GRACE B. BEACH, . . . . .	96
LILLIAN MOFFAT ANDERSON, . . . . .	95 $\frac{1}{2}$
STELLA FRIEND, . . . . .	95 $\frac{1}{2}$
ANNIE WARD, . . . . .	95 $\frac{2}{15}$
ANNIE HICKINBOTTOM, . . . . .	94 $\frac{1}{2}$
ELIZABETH KNOWLTON, . . . . .	94 $\frac{1}{2}$
AGNES WARNER LESLIE, . . . . .	94 $\frac{1}{2}$
AMY E MELVILLE, . . . . .	94 $\frac{2}{15}$

EXAMINATION OF CANDIDATES,  
JUNE, 1884.

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GRAMMAR.

- 1.—Define an *irregular verb* ; an *auxiliary verb* ; *mood* ; *tense*.  
Write the third person singular, potential mood, past tense, of the verb to *read*.
  
- 2.—Define *simple sentence* ; *complex sentence* ; *compound sentence*.  
Give an example of each. State to what class each of the following sentences belongs and give the reasons therefor.  

“ Where Warren fell is not precisely known.”  
 “ To relieve the poor is our duty.”  
 “ The laws, he thought, should be enforced.”  
 “ You may study your lessons or write a composition.”
  
- 3.—Analyze the following : “ When he is best, he is little worse than a man ; and when he is worst, he is little better than a beast.”  
 (State the kind of sentence, the kind of clauses, the subject and predicate of each clause, and which are principal and dependent, and leading and subordinate.)
  
- 4.—In the above sentence, parse the words, *when*, *best*, *little*, *than*, *man*, *better*.

- 5.—Analyze: "Let not woman's weapons, water drops, stain my man's cheek;" and parse, *let*, *weapon*, *stain* and *man's*.
- 6.—Correct the following sentences and give the reasons: "He has broke the ice." "I gave all what I had." "The sign of equality are two parallel lines." "My cause and theirs is one." "'Reveries of a Bachelor' were written by Donald G. Mitchel." "Every body are disposed to help him." "Is I or he to blame." "Each strove to recover their position."

## GEOGRAPHY.

- 1.—Bound Manhattan Island, Long Island and Staten Island.  
Bound the State of New York. Name ten of its largest cities as nearly as you can in the order of their population.
- 2.—Name six important rivers of the United States that flow into the Atlantic Ocean; state the general direction of these rivers; and why.
- 3.—Name all the States of the Union west of the Mississippi, and the capital of each. Bound Oregon and write its capital.
- 4.—If San Francisco be  $120^{\circ}$  west longitude and St. Petersburg  $25^{\circ}$  east longitude, when it is 12 o'clock noon at the former, what o'clock is it at the latter?
- 5.—Through what waters would a ship pass in sailing from St. Petersburg to Sebastopol?
- 6.—Name six of the largest cities in Europe, as nearly as you can in the order of their population; state the countries in which they are, and the rivers, if any, on which they are situated.
- 7.—Why have the inhabitants of the arctic regions six months of day and six months of night? Where are the days and nights of equal length, and why?
- 8.—Name the several bodies of water on the east of Asia; the principal rivers of China; four large cities of China; and six of Hindoostan.

- 9.—Bound Brazil. Name three of its chief rivers and three of its chief cities.
- 10.—Bound Switzerland. What mountains almost surround it? Name three of its celebrated lakes and three of its cities.

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DRAWING.

(FREE HAND.)

TIME ONE HOUR AND THIRTY MINUTES.

- 1.—A regular octagon, each of its sides two inches long.
- 2.—An oval, its greater diameter six inches, its less four inches.
- 3.—Draw a natural lobed leaf and conventionalize it.
- 4.—Draw any one of the following :
  - (a.)—A Moresque ornament.
  - (b.)—A Greek “
  - (c.)—An Egyptian “
- 5.—The candidate will draw one of the following solids, as seen from her seat :
  - (a.)—Two cubes.
  - (b.)—An octagonal prism.
  - (c.)—A hexagonal prism.
  - (d.)—Cylinder and pyramid.
  - (e.)—Plinth and pyramid.
  - (f.)—A vase.

## SPELLING.

An event of no less importance than the annexation of Texas took place in 1844. This was the operation of the first electric telegraph line in the United States. The celebrated man to whom the country was indebted for its introduction was Samuel B. F. Morse, a native of Massachusetts. The telegraph, it is now settled, was invented by him as early as 1832. In the year 1838, and for successive years, he was before Congress soliciting assistance amid great discouragements. It was not till the year 1843, on the last day of the session, when he had given up hope of assistance, that, to his surprise, Congress appropriated the sum of \$30,000 to operate a telegraph line between Baltimore and Washington. The experiment was a complete success. The telegraph system soon spread throughout the United States and over the continent of Europe. Professor Morse received the highest honors from foreign nations.

FLORIDA.	ACQUISITION.
CANADA.	BENEFITED.
COLUMBIA.	MARTYR.
SYRACUSE.	ASYLUM.
BOLIVIA.	COLUMN.
MILWAUKEE.	DEGRADATION.
PORTUGAL.	CEMETERY.
COLOGNE.	EMANATION.



## HISTORY, UNITED STATES.

- 1.—Give a brief sketch of the voyages and discoveries of Columbus ; of John and Sebastian Cabot ; and of Henry Hudson. Give the date of the discovery of the Hudson River.
- 2.—When and by whom was Pennsylvania settled ? Give a brief account of the settlement of Georgia. Where had the French established colonies ?
- 3.—In what year was Fort du Quesne taken ? Give an account of its capture and of the expedition of which it formed a part. Where is it situated, and by what name is it now known ?
- 4.—What was the greatest event of the War of the Revolution ? Give a brief account of the battle of Bunker Hill ; of Long Island ; and of Saratoga. Why is Saratoga considered by historians one of the decisive battles of the world ?
- 5.—Under what form of government did the United States wage war against the king of England ? Why was it necessary at the close of the Revolutionary War to adopt the Federal Constitution ? How is the President of the United States chosen ? How are United States' Senators elected ? To how many Senators is each State entitled ?
- 6.—Name the Presidents in their order from Washington to Arthur.

- 7.—What was the first State admitted into the Union under the new Constitution? the second? the third? Give the date of the admission of each.
- 8.—In what three great wars have the United States been involved since the Revolutionary War? Give the date of the beginning and ending of each. Which one of them was fought on foreign soil?
- 9.—Give a brief account of the Missouri Compromise; of the Omnibus Bill; and of the Kansas Nebraska Bill.
- 10.—What was the greatest act of the War of Secession? Write a short sketch of Abraham Lincoln. Who was Secretary of War during the greater part of this war? Who was Secretary of State?

## ARITHMETIC.

- 1.—What does the *denominator* of a fraction show? What does the *numerator* show? Define *complex fraction* and *decimal fraction*. Upon what principle does *cancellation* depend?
- 2.—Simplify  $\frac{17\frac{5}{8}-9\frac{3}{4}+4\frac{1}{2}}{\frac{1}{18}\times 9\frac{3}{4}}$
- 3.—Divide 2.56 by .0032; by 3.2 and by 320.
- 4.—Explain the terms *stock*, *per cent.*, *at par*, *below par* and *above par*; *discount*, *interest* and *insurance*.
- 5.—A flour merchant sent \$10,246.50 to his agent at Chicago to invest in flour; after deducting his commission of  $3\frac{1}{2}$  per cent., how many barrels of flour could he buy at \$5.50 per barrel?
- 6.—Bought 42 shares of stock at 14 per cent. discount and sold the same at a premium of  $12\frac{1}{2}$  per cent.; how much did I gain?
- 7.—A person sold his interest in business for \$4,900, which was 40 per cent. more than three times as much as he began with; with how much did he begin?
- 8.—At what per cent. must \$1,000 be loaned for 3 yrs. 3 mos. and 29 days to gain \$183.18.
- 9.—January 1. I find myself indebted in sums as follows: \$650 due in four months; \$725 due in 8 months; and \$500 due in 12 months; at what date may I settle by giving my note on interest for the whole amount?
- 10.—What is *proportion*? What is *compound proportion*? If  $2\frac{1}{2}$  yards of cloth  $1\frac{3}{4}$  yards wide cost \$3.37 $\frac{1}{2}$ , what will  $36\frac{1}{2}$  yards  $1\frac{1}{2}$  yards wide cost?

ENGLISH.—MEANING AND USE OF WORDS.

1.—Punctuate and capitalize the following stanza :

Lay down the axe fling by the spade  
 leave in its track the toiling Plough  
 the rifle and the Bayonet-blade  
 for arms like yours were fitter now  
 And let the hands that ply the pen  
 quit the light task and learn to Wield  
 The horseman's crooked Brand and Rein  
 the charger on the Battle field

2.—Convert the following verses into prose, using, as far as possible, your own language :

A chieftain's daughter seemed the maid ;  
 Her satin snood, her silken plaid,  
 Her golden brooch such birth betrayed,  
 And seldom was a snood amid  
 Such wild luxuriant ringlets hid,  
 Whose glossy black to shame might bring  
 The plumage of the raven's wing;  
 And seldom o'er a breast so fair  
 Mantled a plaid with modest care.  
 Her kindness and her worth to spy  
 You need but gaze on Ellen's eye.

3.—Define the words, *government*, *despotism*, *oriental*, *barbarism*,  
*empiricism*,

4.—Write five sentences, each containing one of these words.

5.—Give the roots of the following words: *education*, *refer*,  
*amiable*, *supersede*, and *intercede*.

EXAMINATION OF SENIORS,  
JUNE, 1884.

ENGLISH LITERATURE. (Time  $1\frac{1}{2}$  hours.)

- 1.—Give two quotations from Pope, two from Burns and one from Cowper. Tell where and when Swift, Goldsmith, Cowper, Gibbon, Burns and Byron were born. Name the departments of literature in which the first two of them figure.
- 2.—Write a sketch of Swift (not to exceed ten lines), and give at some length your estimate of him as a man and as a writer. Describe his literary success, and assign reasons for the influence which he wielded.
- 3.—Explain the action of the following circumstances on Gibbon's literary fortunes: 1st, The feebleness of his health during boyhood; 2d, His expulsion from college; 3d, The characteristic dullness of the place of his banishment. Name that place and mention some particulars of his life there.
- 4.—What were Cowper's first poems? Mention his greatest work, and tell the subjects of which it treats. What new element is to be found in his poetry? Name one poem which reveals the tragedy of his life. State the circumstances under which it was written.
- 5.—After Brockden Brown what American author of note entered the field of romance? How many novels did he write? Account for his popularity. Explain the charm of Irving's writings and give a summary of his works. State briefly Franklin's efforts in behalf of education, economy, literature. Tell how he showed his practical wisdom.

METHODS OF TEACHING. (Time 2 hours.)

- 1.—What faculty of the mind is most active in early childhood?  
How has a recognition of this fact influenced modern primary methods?  
What feature in text-books illustrates the recognition of this faculty?
- 2.—Write a programme of such exercises as you would introduce during the first week's work in the Sixth Grade Primary.  
Show that the programme is based upon educational principles.
- 3.—What is the advantage of introducing lessons to correspond with the seasons and holidays? Mention subjects of three such lessons, one in "Reading," one in "History," and one in "Object Lessons."
- 4.—How may you teach reading in order to prevent children from forming the idea that they read "to learn how to pronounce words and mind pauses?"  
Should expression in reading be acquired by imitation? Give reasons for your opinion.
- 5.—Write an outline of points for a lesson in which you present a plane figure for the first time.
- 6.—Write a lesson on number 2, according to the Grube Method.  
Write very briefly the plan of a lesson on teaching figure 5.

Write a series of examples in addition, subtraction, multiplication *or* division, illustrating the principle "one step at a time."

- 7.—Give the arguments for and against the use of text-books in the early study of Geography.

Name all the subjects that should be associated with Geography. In what grades and in what way would you use the newspaper as an aid in Geography?

Name heads under which you would classify pictures to be used in connection with this subject.

How may you secure such a collection of pictures?

- 8.—Show by several illustrations how we may appeal to reason and judgment in studying Geography in such a way as to relieve the memory.

Why is it desirable to teach Geography by moulding in sand or clay?

Write statements for a lesson on the "Uses of the Ocean," *or*

State a point of interest to be associated with each continent and ocean when it is located.

- 9.—State ten facts which should be borne in mind by the teacher as aids to school government.

- 10.—Answer any five of the following questions:

What thought underlies Froebel's games "Let us form a circle?"

Mention a play in which the child is led to think of those he has never seen as working for his welfare? What is the moral effect of such a play?

Mention an exercise that trains the child to choose quickly. What other good effect follows this exercise?

What should guide the teacher in introducing such games as "The Farmer," "Snow-balling," etc.?

Name Kindergarten songs that might be used in class-rooms without forming a circle.

What motions have you learned from the games that may be used in reading lessons with little children?

In introducing such motions, what educational principle will you follow?

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JUNE, 1884.

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PSYCHOLOGY. (Time, 1½ hours.)

- 1.—Distinguish between reflex, instinctive, and rational actions, and give an illustration of each.
- 2.—What is meant by unconscious cerebration? Describe the various kinds.
- 3.—Give definitions of sensation, perception, and imagination, and point out the relations which exist between them.
- 4.—What are the characteristics of a good memory? How would you cultivate each?
- 5.—What do you know of the opinions of philosophers as to the origin of our knowledge?
- 6.—Describe the physical and mental aspects of the emotion of fear. State your opinion as to the influence of this emotion in education.
- 7.—Write a short essay upon the training of the will.



## LATIN.

TACITUS. (Time, 1½ hours.)

1.—Give three quotations from Tacitus and describe briefly the character of Agricola as portrayed by that author.

2.—Translate :—Hinc ad capessendos magistratus in urbem digressus, Domitiam Decidianam, splendidis natalibus ortam, sibi junxit : idque matrimonium ad majora nati decus ac robur fuit : vixeruntque mira concordia per mutuam caritatem et invicem se anteponendo : nisi quod in bona uxore tanto major laus, quanto in mal plus culpae est. Sors quaesturae provinciam Asiam, proconsulem Salvium Titianum dedit : quorum neutro corruptus est : quanquam et provincia dives ac parata peccantibus, et proconsul in omnem aviditatem pronus, quantalibet facilitate redempturus esset mutuam dissimulationem mali. Auctus est ibi filia, in subsidium simul et solatium : nam filium ante sublatum brevi amisit. Mox inter quaesturam ac tribunatum plebis atque etiam ipsum tribunatus annum quiete et otio transiit, gnarus sub Nerone temporum, quibus inertia pro sapientia fuit.

3.—Syntax—of *natalibus*, *nitenti*, *concordia*, *culpae*, *peccantibus*, *temporum*. Mark the quantities (— or ~) of the vowels numbered 1, 2, 3, 4, 5 in the following :

<sup>1</sup>*decus*, <sup>2</sup>*robur*, <sup>3</sup>*invicem*, <sup>4</sup>*dives*, <sup>5</sup>*gnarus*.

- 4.—Conjugate—*digressus, ortam, vixerunt, redempturus, auctus, sublatum, transiit*. Give 2d per. sin. through the subjunctive tenses active of *sublatum*, and same person and number of the first future of *transiit*.
- 5.—For what places do *hinc* and *urbem* stand? Name the offices included in *magistratus* and explain each. What duties are denoted by the *tribunatus*, the *proconsulatus*? Explain the custom to which *sublatum* refers.
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ASTRONOMY. (Time,  $1\frac{1}{4}$  hours.)

- 1.—Give the method of finding the *relative distance* of a superior planet.
- 2.—Describe and explain the apparent motion of a superior planet.
- 3.—Give the method of finding the height of a lunar mountain by means of its shadow.
- 4.—Explain why solar days are of unequal length, giving three reasons.
- 5.—What is meant by the *precession* of the *equinoxes*? State the cause and effect of precession.

## GEOLOGY AND PHYSICAL GEOGRAPHY.

- 1.—Enumerate the chief sciences which bear upon Physiography, and some studies in which its information is applied.
- 2.—Enumerate in their order the minerals in the “scale of hardness.”
- 3.—Give in a simple scheme a synopsis of geological changes.
- 4.—What do you understand by the term soil? State what is needed to constitute a fertile soil.
- 5.—Explain briefly the cause of trade-winds and their direction; and also the cause of monsoons.
- 6.—What have you to say regarding the climate of New York City?
- 7.—Give instances of the effect of ocean currents in modifying the life of a region.
- 8.—What general facts do you notice regarding the surface contours of continents?
- 9.—Explain in what respects popular notions of volcanoes are erroneous.
- 10.—Give the probable cause of earthquakes.  
What remarkable volcanic disturbance marked the year 1883?

## GERMAN.

1. Eine Charakteristik der Romantischen Schule.
2. L. Uhland als Dichter und als Philolog.
3. Die dramatischen Werke von Theodor Körner.
4. Das Leben und die Werke von Nikolaus Lenau.
5. Welche zwei großen deutschen Dichter starben in letzter Zeit?
6. Welches ist der größte lebende Dichter Deutschlands und was schrieb er?
- 7.—Among all our good people, not one in a thousand sees the sun rise once in a year. They know nothing of the morning. Their idea of it is, that it is that part of the day that comes along after a cup of coffee and a beef-steak or a piece of toast.
8.     Mein Sohn, die Straße, die der Mensch befährt,  
           Worauf der Segen wandelt, diese folgt  
           Der Flüsse Lauf, der Thäler freien Krümmen,  
           Umgeht das Weizenfeld, den Nebenhügel,  
           Des Eigenthums gemessne Grenzen ehrend,—  
           So führt sie später, sicher doch zum Ziel.
9. Eine Anzeige oder einen kurzen Brief.
10. Einen Aufsatz von nicht weniger als fünf Sätzen über die schönen Künste, oder über die Wissenschaften oder über die öffentlichen Schulen Deutschlands.

PHYSICS. (Time,  $1\frac{1}{4}$  hours.)

- 1.—What is meant by the *reversibility* of a dynamo? What is an *electro-motor*? On what principle are the most powerful electro-motors constructed?
- 2.—Name and describe the two systems of electric illumination. Give a brief description of an *incandescent* lamp and of an *arc* lamp.
- 3.—What is meant by the *duplex* system in telegraphy? By the *quadruplex* system? What is a *differential* relay? A *polarized* relay? In which system of telegraphy would the former be used? Draw a diagram showing how the sounder is connected with the local battery and relay.
- 4.—Describe the Blake transmitter and explain its action, using a diagram.
- 5.—Connect 8 voltaic cells in such a way that there shall be 2 cells *in series* and 4 series *in multiple*, and give the electromotive force, resistance, and maximum current of the battery as compared with a single cell.

## FRENCH.

## I.

*Non multa, sed multum*, little and well, is the motto of the third book of Emile. Rousseau reduces the lessons to a minimum. He admits only a few studies as necessary. He holds as a principle to leave to the child as much as possible the task of discovering truth by himself.

Rousseau wishes geography to be taught without maps. Emile is to travel. We learn more about the world through travels than through the representations we can give of it on paper. This is true without doubt, but it is not practicable . . . 25%.

Traduisez et donnez les noms des fables :

- (a.) Pour moi, satisfaisant mes appétits gloutons,  
J'ai dévoré force moutons.

- (b.) Est-il juste qu'on meure  
Au pied levé ?  
Je voudrais qu'à cet âge  
On sortît de la vie ainsi que d'un banquet,  
Remerciant son hôte.

- (c.) Eh ! mon frère,  
Comme te voilà fait ! je t'ai vu si joli !  
Je m'en rapporte aux yeux d'une ourse, mes amours.

20%

## II.

- (a.) Nommez deux oeuvres pédagogiques du 18e siècle, et deux poètes dramatiques.
- (b.) Dites ce que vous savez d'André Chénier.
- (c.) Dans quels domaines de la littérature le 19e siècle s'est-il surtout distingué ?
- (d.) Nommez en deux poètes, deux historiens.
- (e.) Indiquez trois bons romans et leurs auteurs, l'un d'eux une femme.
- (f.) Ecrivez quatre vers d'un poète du 19e siècle et donnez son nom. 35%

## III.

Répondez en français aux questions suivantes :

- (a.) Combien font trente minutes ?
- (b.) Combien cent cinquante minutes font-elles ?
- (c.) Que veulent dire en français the former et the latter ?
- (d.) Par quels deux mots peut-on traduire en français however ? Employez les, chacun dans un exemple, devant un adjectif féminin pluriel. 20%

COURSE OF STUDIES  
FOR THE  
NORMAL COLLEGE.

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INTRODUCTORY CLASS. FIRST YEAR—FIRST TERM.

4. *Latin*—Principia Latina, Part I; Latin Grammar.
  4. *French*—Progressive and Practical Course, Part I; Verbs, Auxiliaries, Regular Verbs, Common Phrases and Proverbs; Translation; Reading; Colloquial Exercises.
  4. *German*—Elements of German Grammar, especially conjugation and declension, with exercises in reading and writing.
  2. *English*—Synthesis and Analysis of English Sentences, Letter-writing.
  2. *History*—An outline of the History of the Ancient Empires; History of Greece.
  6. *Mathematics*—*Algebra*—Simple Equations. *Geometry*—Book I, and first twelve propositions of Book II.
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1. *Drawing*.
1. *Music*.

FIRST YEAR—SECOND TERM.

4. *Latin*—Principia Latina, Part II; Latin Grammar.
4. *French*—Progressive and Practical Course, Part I, continued; Regular Verbs completed; Irregular Verbs of first and second conjugations; Common Phrases and Proverbs; Translations; Reading; Colloquial Exercises.
4. *German*—Elements of Grammar continued, with the introduction of easy conversational phrases.



2. *English*—Etymology; Latin and English Synonyms; Greek Roots.
  2. *History*—History of Rome.
  6. *Mathematics*—*Algebra*—Radicals. *Geometry*—Book II, completed. Books III and IV.
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1. *Drawing*.
1. *Music*.

SOPHOMORE CLASS. SECOND YEAR—FIRST TERM.

4. *Latin*—Sallust; Latin Grammar.
  4. *French*—Progressive and Practical Course, Part II; Irregular Verbs of third and fourth conjugations; Familiar Phrases and short select Quotations; Translation; Reading; Colloquial Exercises.
  4. *German*—German Grammar, with Translations from English into German; Reading and Translation of selected pieces of German Prose and Poetry; Conversations in German on practical subjects.
  2. *English*—Composition.
  2. *History*—Lessons connecting Ancient History (Roman) with that of Modern Europe; Outlines of English History from 55 B. C. to accession of George I, with sketch of contemporaneous French History.
  2. *Mathematics*—*Algebra*—Quadratics.
  2. *Physics*—Constitution of Matter; Mechanics,
  2. *Botany*—*Anatomy of Plants*—Leaves, roots, stems, flowers, with schedule and blackboard exercises. *Physiology of Plants*—Chemical constituents tissues, life history of plant; Use of microscope.
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1. *Drawing*.
1. *Music*.

SECOND YEAR—SECOND TERM.

4. *Latin*—Virgil—*Æneid*, Book I; Grammar and Prosody.
4. *French*—Progressive and Practical Course, Part II, continued; Verbs continued, completed and reviewed; Translation; Reading; Colloquial Exercises.
4. *German*—German Grammar; Reading; Translation as above continued; Conversations on the Geography of Germany.
2. *English*—Rhetoric.
2. *History*—Outlines of English History continued to the present time, with sketch of contemporaneous French History, including the general course of the French Revolution and the First Empire.

2. *Mathematics*—Geometry, Book V; Elements of solid Geometry and of Conic Sections.
2. *Physics*—Refraction; Lenses; Optical Instruments.
1. *Botany*—Anatomy of plants, continued.
1. *Physiology*—Anatomy and Physiology of Animals, with their practical applications to elementary Hygiene (commenced).

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1. *Drawing*.
  1. *Music*.

JUNIOR CLASS. THIRD YEAR—FIRST TERM.

3. *Latin*—Virgil—*Aeneid*, Books II and VI; Grammar and Prosody.
3. *French*—French Grammar, theory and practice; Instructions and Exercises in Letter-writing; Translation; La Fontaine's Fables. French Literature—Middle Ages, Renaissance, Seventeenth Century.
3. *German*—Grammar reviewed; Reading and Translation of more difficult pieces; Conversation on the History of Germany.
2. *English*—English Literature—English Writers from Chaucer to Milton, inclusive.
1. *History*—History of the United States (review).
1. *Mathematics*—Higher Arithmetic (review).
3. *Astronomy*—Descriptive Astronomy.
1. *Botany*—Analysis and Classification of Plants.
2. *Physiology*—Anatomy and Physiology of Animals, continued.
2. *Methods of Teaching*.

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1. *Drawing*.
  1. *Music*.

*Practice in the Training Department.*

THIRD YEAR—SECOND TERM.

3. *Latin*—Cicero; Grammar and Prosody.
3. *French*—French Grammar, continued; Exercises in Letter-writing; Translation, La Fontaine; Literature—Seventeenth and Eighteenth Centuries; Selections.
3. *German*—Grammar, etc., as above, continued; History of Literature.
2. *English*—English Literature—English Writers from Milton to the end of Queen Anne's reign.
1. *Elocution*.

- 4 *Physics*—Electricity; Heat; Chemistry of the Atmospheric Elements.
1. *Botany*—Analysis and Classification of Plants, continued.
2. *Physiology*—Anatomy and Physiology of Animals, continued. (As each subordinate topic is taken up, attention will be directed to both its educational and hygienic bearings in the school-room.) The Classifications of Animals.
2. *Methods of Teaching*.

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1. *Drawing*.
  1. *Music*.

*Practice in the Training Department.*

#### SENIOR CLASS. FOURTH YEAR—FIRST TERM.

2. *Latin*—Horace—Selections from Odes, Satires, Epistles and Art of Poetry.
2. *French*—French Grammar, completed; Letter-writing and Composition; Translation; Literature of the Nineteenth Century; Appropriate Texts explained.
2. *German*—The History of German Literature; Translations from German into English, and vice versa; Composition, especially Letter-writing.
2. *English*—English Literature—English Writers from the period of Queen Anne to Burns (inclusive).  
Elocution.
2. *Physics*—Radiations and Spectrum Analysis.
2. *Geology*—Characters of materials with a view to object teaching; Dynamical Geology.
1. *Ethics*, as the basis of School Government.
3. *Intellectual Philosophy and Theory of Teaching*.

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1. *Drawing*.
  1. *Music*.
  4. *Practice in the Training Department*.

#### FOURTH YEAR—SECOND TERM.

2. *Latin*—Tacitus—Agricola.
2. *French*—La Fontaine, with a special view to the study of idioms and practice of teaching; Letter-writing and Composition; Translation; Literature, completed; outlines of the History of Pedagogy in France.
2. *German*—History of German Literature, as above, continued.

2. *English*—English Literature—English Writers of the Nineteenth Century. Elocution.
2. *Physics*—Energy.
2. *Physical Geography*—The application of Geology, Botany and Zoology to the teaching of Physical Geography.
1. *Ethics*, as the basis of School Government.
3. *Intellectual Philosophy* and *Theory of Teaching*.

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1. *Drawing*.

1. *Music*.

4. *Practice in the Training Department*.

*At the end of the last Term, in which Algebra, Geometry, Astronomy, History of the United States, Arithmetic, Spelling and Grammar are taught, there shall be a written examination in these subjects, and the marks then received by the students shall be averaged with the marks given in the other subjects at the time of graduation. But in case of failure in Arithmetic, Grammar and Spelling, the student so failing shall be conditioned to pass a satisfactory examination before graduation.*

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#### TIME OF EXAMINATION OF FIRST GRADE CLASSES.

§ 76. Examinations for admission into the Normal College shall be held on the first Monday in June and following days in every year, and at such examinations the Committee on Normal College shall be present. Candidates shall be required to pass an examination conducted by and satisfactory to the Faculty of the College; and no candidate shall be admitted unless she shall be able to pass a good examination in all the studies of the first grammar school grade, and shall be at least fourteen years of age.

#### DIPLOMAS.

§ 77. 1. Diplomas of graduation shall be given by the Committee on Normal College to all graduates after having been duly examined by the Faculty, which diplomas shall be signed by the Committee, by the President and Clerk of the Board of Education, and by the President of the College.



COURSE  
OF  
INSTRUCTION.



COURSE OF INSTRUCTION

PRESCRIBED FOR

GRAMMAR SCHOOLS.

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EIGHTH GRADE.

1. *Language Lessons*.—*Reading* of the grade of a Third Reader : *oral lessons* on the qualities and uses of familiar objects, such as articles of clothing, food, material for building, and so forth ; *compositions* upon subjects connected with the oral lessons of the grade : *spelling, meaning and use* of words, chiefly from the lessons of the reading book and from the oral lessons of the grade ; also selected miscellaneous words in general use, at least 150 in number, to be taught chiefly by writing them separately, and in short sentences from dictation.

2. *Arithmetic*.—Written and mental.—Through the simple rules and Federal money, with practical examples. *Tables* of weights and measures to be taught with simple practical applications.

3. *Geography* —(without text books).—The World from globes and outline maps.

4. *Penmanship*.—*Words* of various length, presented in the order of their difficulty. Practice in *capitals* continued.



5. *Drawing*.—On paper, illustrated on blackboard, from dictation and from chart.

Draw semicircles on vertical and horizontal diameters of four inches. Bi-symmetrical arrangements of simple and compound curves on vertical axis, two of each. Two simple historic borders—illustrating horizontal repetition of a unit. Two conventional cordate leaves; symmetrical arrangement of these leaves in the equilateral triangle and the octagon.

#### SEVENTH GRADE.

1. *Language Lessons*.—*Reading* of the grade of a Third Reader (a different book from that used in the Eighth Grade): *oral lessons* on animals: *compositions* as before: *spelling*, *meaning* and *use of words* as before, at least 150 additional words, and a review of those previously taught.

2. *Arithmetic*.—Written and mental.—Through subtraction of common fractions, including practical applications; weights and measures—as before—completed.

3. *Geography*.—(without text-book).—The United States.

4. *Penmanship*.—Single words, each to commence with a capital; short phrases.

5. *Drawing*.—On paper, illustrated on blackboard, from dictation and from chart. Draw two circles of not less than 4 inches in diameter. Two borders illustrating the principle of horizontal repetition—two different units to be used in each border. Two conventional hastate leaves. Symmetrical arrangement of the cordate leaves of the previous grade in trefoil and quatrefoil. One example of surface covering, consisting of the repetition of a geometric unit.

## SIXTH GRADE.

1. *Language Lessons*.—*Reading* of the grade of an easy Fourth Reader; *oral lessons* on plants: *compositions* as before; *spelling, meaning* and *use* of words, as before—at least 150 additional words, and review of all previously taught; easy exercises in *suffixes*.

2. *Arithmetic*.—Written and mental.—Common fractions completed.

3. *Geography*.—(without text-book).—General outlines of South America and Europe.

4. *Penmanship*.—Single words continued; also short phrases and easy sentences.

5. *Drawing*.—On paper, illustrated on blackboard, from dictation and from chart. Draw two ellipses, one on vertical major axis of 4 inches, one on horizontal major axis of 4 inches. Draw two ovals of different proportions. Compound curves on vertical axis. Two examples of vases of different styles. Draw one conventional leaf and one flower, two views of each; the same in an original design. Draw a vertical border, using the hastate leaves of the Seventh Grade.

## FIFTH GRADE.

1. *Language Lessons*.—*Reading* of the grade of a Fourth Reader; *oral lessons* on the human body; *compositions* as before: *spelling, meaning* and *use* of words as before—at least 150 additional words, and review of all previously taught; exercises in *prefixes* and *suffixes*.

2. *Arithmetic*.—Written and Mental.—Decimals, and practical applications of common and decimal fractions; also, reduction, ascending and descending, of integral denominate numbers.

3. *Geography*.—North America in outline and the United States in detail.

4. *History* of the United States (without a text-book).—A brief general outline.

5. *Penmanship*.—Phrases and sentences varying in length and degree of difficulty.

6. *Drawing*.—On paper, illustrated on blackboard, from dictation and from chart. Draw a regular pentagon. Draw two varieties of trilobate conventional leaves and two conventional flowers. One Greek vase without perspective effect or ornament, not less than five inches in height. Two examples of historic ornament (borders), Egyptian and Greek. One original border, composed of the leaves and flowers used in this or the Sixth Grade. One original combination of the above leaves and flowers in a square; repeat the square for wall paper or oilcloth design.

#### FOURTH GRADE.

1. *Language Lessons*.—*Reading* of the grade of a Fourth Reader (a different book from that of the Fifth and the Sixth Grade): *oral lessons* on common minerals and metals: *compositions* as before: *spelling, meaning* and *use* of words, as before—at least 150 additional words, and review of all previously taught; exercises in *prefixes* and *suffixes* continued: *English Grammar* (without text-book)—the construction of sentences,

with a view to develop a knowledge of the parts of speech, and to illustrate the terms subject, predicate and object.

2. *Arithmetic*.—Written and Mental.—Denominate numbers completed, with practical applications.

3. *Geography*.—Review of the United States ; other parts of North America in detail, and Asia and Africa in outline.

4. *History* of the United States (without text-book).—Outline with greater detail.

5. *Penmanship*.—Writing in copy-books continued ; practice in large and small writing.

6. *Drawing*.—On paper, illustrated on blackboard, from dictation and from chart. Draw the spiral. Two varieties of conventional lobed leaves and two flowers. Combinations of the leaves and flowers of this grade in a geometric form. Two examples of bi-symmetrical ornament, mediæval and morisque. Two original examples of surface covering, using the leaves or flower forms of Fifth Grade. One vase, not less than five inches, without perspective effect, ornamented, using the spiral.

### THIRD GRADE.

1. *Language Lessons*.—*Reading* of the grade of an easy Fifth Reader—at least one lesson per week in supplementary reading: *oral lessons* on the simple facts of natural philosophy: *compositions* as before: *spelling, meaning* and *use of words*, as before: *exercises* in the formation of *derivative words*: *English Grammar* (without text-book) continued.

2. *Arithmetic*.—Written and mental.—Through percentage, including such rules as do not involve consideration of time, with their applications. Problems to be chiefly such as involve the ordinary business transactions.

3. *Geography*.—South America and Europe in detail.

4. *History* of the United States—to the Revolution.

5. *Penmanship*.—Writing in copy-books, with practice in different styles; short paragraphs to be written from dictation; instruction in letter-writing.

6. *Drawing*.—On paper, illustrated on blackboard, from dictation and from chart. Draw one historic vase, not less than six inches high, without perspective effect, decorated. One original pottery form, without perspective effect, decorated with any leaf, flower form, or historic ornament, used in previous grades. Two examples of bi-symmetrical historic ornament of different styles, greatest dimension not less than six inches. Two original examples of surface covering, using not less than two different units for the repetition. One original circular border. An example of design for textile fabric.

#### SECOND GRADE.

1. *Language Lessons*.—*Reading* of the grade of a Fifth Reader—supplementary reading continued: *oral lessons* on the simple facts relating to air, water, light, heat and sound: *compositions* as before: *spelling, meaning and use* of words, as before: *exercises* in the formation of *derivative words*, continued: *English Grammar*—the construction of compound and complex sentences, with the view of teaching propriety of expression.

2. *Arithmetic*.—Written and mental.—Interest, simple and compound, including partial payments; discount, bank and true; proportion, simple and compound.

3. *Geography*.—The review of Europe; Asia, Africa and Oceanica in detail.

4. *History* of the United States.—Completed.

5. *Penmanship*.—Writing in copy-books; also, of paragraphs and business forms, such as bills, receipts and drafts; letter-writing continued.

6. *Drawing*.—On paper, illustrated on blackboard, from dictation and from chart. Draw one natural lobed leaf and flower—conventionalize them, and with them draw two designs for industrial purposes. Draw from the model or round the following: cube, square, prism, cone, cylinder, and square pyramid. Draw (*free hand*) concentric squares, hexagon, octagon, circle, concentric circles, ellipse, oval.

#### PERSPECTIVE DRAWING (PERMISSIBLE).

*Draw* in linear perspective from drawings made on blackboard only, the following: picture plane, horizon, points of sight, points of distance, points at different distances within the picture plane; horizontal and vertical lines of different lengths and distances, within the picture plane; vertical and horizontal squares, cubes, square prism and square pyramid in parallel perspective; in angular perspective, horizontal cubes and square pyramids.

## FIRST GRADE.

1. *Language Lessons*.—*Reading, spelling, meaning and use* of words, continued: supplementary reading as before: *English Grammar* continued: *compositions* continued: a review of the previous grades in the *formation of words*.

2. *Arithmetic*.—Written and mental.—A review of the business arithmetic of the preceding grades; also, exchange, equation of payments, averaging accounts, custom-house business, partnership and mensuration.

3. *Geography*.—A general review.

4. *History of the United States*.—A general review, and the principal features of the Federal, State and Municipal Governments.

5. *Penmanship*.—Exercises in copy-books, and in writing selected paragraphs from dictation; business forms; letter-writing continued.

6. *Drawing*.—On paper, from illustration on blackboard only. Draw from the round (*free hand*) hexagonal and octagonal prisms. Groups of the following models: cube, cone, cylinder, plinths, pyramid, antique vase. Original designs for industrial purposes.

The oval, ellipse, hexagon, octagon, pentagon, concentric circles, concentric squares, spiral, equilateral triangle and trefoil.

Two examples of bi-symmetrical historic ornament.

**PERSPECTIVE DRAWING (PERMISSIBLE).**

Draw in parallel perspective, the cube, square, prism pyramid, hexagonal prism, the circle, cone, cylinder.

Draw in angular perspective, the cube, square prism and pyramid.

**VOCAL MUSIC.**

Singing, in all the grades, except First Grade boys, class teachers' drill, at least 10 minutes each day, excepting the day when the special teacher gives a lesson.

**PERMISSIBLE STUDIES.**

Elements of plane geometry, algebra, perspective drawing, book-keeping, and outlines of astronomy, are permissible subjects.

Any or all of these subjects may be taught in any school if permitted by the Committee on Course of Study upon application by the Board of Trustees.

**GENERAL DIRECTIONS RELATIVE TO INSTRUCTION IN THE SEVERAL GRADES OF THE GRAMMAR COURSE.**

1. In the several grades, the minimum time for Language Lessons, per week, shall be 5 hours; Arithmetic, 3 hours; Penmanship, 2 hours; Geography, 1 hour; Drawing, 40 min.; History (Grades 1, 2, 3, 4 and 5), 40 min.

The remaining time, per week, to be distributed at the discretion of the Principal.



2. *Opening Exercises*, 15 minutes; noon intermission, 60 minutes.

*Opening Exercises* to commence punctually at 9 o'clock A. M., and dismissal at 3 o'clock P. M.

No class exercise shall take place before 9 o'clock A. M., or after 3 o'clock P. M.

3. *Reading*.—In the reading lessons of each grade the pupils shall be required to state in their own language the subject matter of the lesson. Prose and verse recitations by the pupils in the school shall be selected from books upon the supply list of the Board of Education.

4. *Use of Pencils and Pens*.—The pupils not to be allowed to write with short pencils; in all the grades particular attention to be given to the proper manner of holding the pen, and the position at the desk. The exercises in each grade to be such as are required to give ease and rapidity, as well as accuracy in style. Blackboard instruction to be given in each grade. Pupils of the first five grades to be supplied with blank books for dictation exercises, which should be given at least once a week.

5. *Composition*.—Composition shall be written once a week in all grammar classes, in presence of the teachers, upon subjects connected with the oral lessons of the grades, or upon subjects read and explained in the class room; and these compositions shall be criticised and rewritten. Home work shall be limited to the first grade.

6. *Dictation and Correction of Language*.—Exercises in writing sentences and paragraphs, from dictation, shall be given in each grade, and the pupils in all the grades shall be trained in

the correction of language, and taught to avoid common errors of speech.

7. *Arithmetic*.—Rapid calculation in the simple rules of Arithmetic should be practiced by all the pupils from the lowest to the highest grade.

8. *Singing*.—Instruction in singing shall be given to the pupils in every grade, except the first grade of boys. The music used shall be such as is found in the books contained in the supply list of the Board of Education.

9. *Sewing*.—Instruction in sewing may be given to the pupils in the Female Grammar Schools.

10. *Physical Training*.—The pupils shall be exercised daily in such a manner as to expand the lungs, develop the muscles, and impart an easy and graceful carriage to the body. Calisthenic exercises should be employed for the attainment of these objects.

11. *Manners and Morals*.—Such instructions should be given daily to the pupils of all the grades as will foster a spirit of kindness and courtesy toward each other, a feeling of respect toward parent and teacher, and a love of cleanliness, order, law and truth.

12. *Sizes of Classes*.—No class shall contain more than sixty pupils.

## COURSE OF INSTRUCTION

PRESCRIBED FOR

## PRIMARY SCHOOLS.

SIXTH GRADE.

*Outline Course.*

*Language Lessons.*—*Reading*—familiar words, phrases and simple sentences from blackboard, charts, etc.: *spelling*—familiar words from dictation: exercises in elementary vowel *sounds* and in consonant *sounds* in combination with vowels: lessons on *form*—square, oblong, circle, cube, ball, straight and curved lines; on common *colors*; on the obvious parts and common uses of familiar *objects*.

*Number.*—*Counting* by ones to 100, by twos and threes to fifty; also, counting backward by ones from 10: *ADDING* by ones, twos and threes mingled, to 20: *figures* to be read to 100, and written to 30.

*Slate Writing.*—Short words to be printed or written from copies on blackboard or chart.

*Drawing.*—On slate, from illustrations on blackboard, from dictation, and from chart: straight lines, vertical, horizontal

and oblique ; angles, right, acute and obtuse, one side of each angle being horizontal ; letters formed of horizontal and vertical lines ; letters formed of horizontal, vertical and oblique lines ; two familiar objects, without perspective effect, represented by straight lines.

*Vocal Music.*—Simple exercises in singing, to train the pupils in the use of musical sounds.

*Physical Training.*—As often as each half hour at least, careful attention should be given to ventilation.

#### FIFTH GRADE.

##### *Outline Course.*

*Language Lessons.*—*Reading*—from the blackboard, charts, and a First Reader : exercises in elementary *sounds* continued : the *meaning* of words and phrases to be associated with their use in the sentences read : names of *punctuation* marks as they occur in the Reader : *spelling*—words from the reading lessons ; also other familiar words : lessons on *form*, as in the preceding grade, continued with proper additions ; on common *colors*, compared and named ; on the obvious parts and uses of *familiar objects*, continued, with special attention to the development of observation and language.

*Number.*—*Counting* by threes, fours and fives to 100 : adding by twos, threes, fours and fives to 30, on the blackboard and the slate : *subtracting* on the numeral frame, twos, threes, fours and fives, from numbers below 21 : *multiplying* by two the numbers below six : *figures* to be read at sight from the blackboard, and written to 1,000 : *Roman numbers* to XL ; also, their use on the clock face.

*Slate Writing.*—Short words from copy.

*Drawing.*—On slate, illustrated on blackboard, from dictation and from chart : horizontal, vertical and oblique lines, and mark off one, two, three and four inches on them ; divide lines by points into two, four and eight equal parts ; horizontal, vertical and oblique parallel lines three inches in length, with half-inch spaces between them ; square, side three inches, divided by diameters ; square, side four inches, divided by diagonals ; right-angled triangles, longest side four inches ; oblong, 3 in. by 2 in., divided by diagonals ; two familiar objects, without perspective effect, containing the plane figures of this grade.

*Vocal Music.*—Continued as in the Sixth Grade, with two or three simple songs, and the scale by rote ; represent steps of the scale, and give simple ideas of time.

*Physical Training.*—As in the Sixth Grade.

#### FOURTH GRADE.

##### *Outline Course.*

*Language Lessons.*—*Reading*—through a First Reader, or in an easy Second Reader : the *meaning* of words and phrases to be taught from the sentence : exercises in elementary *sounds* continued : names of *punctuation* marks continued : *spelling*—words from the reading lessons, and other familiar words : lessons on *form* continued, with appropriate additions ; on *color* continued, light and dark objects compared ; on familiar *objects* continued, with obvious qualities added.

*Arithmetic.*—*Numeration* and *notation* through six places ; *adding*, single columns of ten figures, including 6, 7, 8 and 9 ;

*adding orally* by sixes, sevens, eights, nines and tens; *subtracting* threes, fours, fives and sixes from numbers below 31; *multiplying* numbers below 11 by two: simple practical questions: Roman numbers to C.

*Slate Writing.*—Short sentences from copy.

*Drawing.*—On slate, illustrated on blackboard, from dictation and from copy: equilateral and isosceles triangles, longest line four inches; rhomb, side four inches; rhomboid, 4 in. by 2 in.; concentric squares, sides four inches and two inches, on diagonals; concentric squares, sides four inches and one inch, on diameters; regular octagon; two familiar objects, without perspective effect, containing the plane figures of this grade.

*Vocal Music.*—Instruction as in Fifth Grade continued, with additional songs by rote.

*Physical Training.*—Every half hour, from two to three minutes. Careful attention to be given to ventilation.

### THIRD GRADE.

#### *Outline Course.*

*Language Lessons.*—*Reading*—in a Second Reader: the meaning of words and phrases read: elementary *sounds* continued: *punctuation* continued: *spelling*—words from reading lessons, and other familiar words, orally and on the slate: lessons on *form* reviewed, and continued with proper additions; on familiar *objects* continued, to include objects outside of the school room.

*Arithmetic.*—*Numeration* and *notation* through nine places: *addition* of columns of ten figures, including examples with concrete numbers: simple practical questions in addition and

subtraction, to be worked *without slate and pencil*: *multiplication table*, through six times twelve: Roman numbers continued and reviewed.

*Slate Writing and Penmanship.*—On slates, sentences continued; on paper, letters and short words without capitals.

*Drawing.*—On slates, illustrated on blackboard, from dictation and from chart: a regular hexagon; two or more symmetrical arrangements of straight lines in the square, hexagon, octagon and equilateral triangle; two familiar *objects* without perspective effect, composed of straight lines.

*Sewing.*—In girls' classes.

*Vocal Music.*—Instruction continued, with the use of staff, clef, notes of different length, time, etc.

*Physical Training.*—Each half-hour, from two to three minutes. Attention to be given to ventilation.

## SECOND GRADE

### Outline Course.

*Language Lessons.*—*Reading*—through the Second Reader: the meaning of words and phrases read: elementary *sounds* in the pronunciation of words: *punctuation* marks: *spelling*, oral and written—words from reading lessons, and other familiar words: lessons on *form* reviewed, with appropriate additions; on familiar *objects* continued; exercises in place and direction.

*Arithmetic.*—*Written and Mental.*—*Addition*, *subtraction*, and *multiplication* (multipliers not to contain more than two figures), with practical examples: *multiplication table* completed: *Roman*

*numbers reviewed: tables of Federal Money, Time, Liquid and Dry Measure.*

*Slate Writing and Penmanship.*—On slates, sentences continued; on paper, continued, with capitals; each child to write his name.

*Drawing.*—On slate, illustrated on blackboard, from dictation and from chart: simple curves on vertical and horizontal bases of four inches, with altitude of one-fourth and of one-third of the base; symmetrical arrangement of simple curved lines in the equilateral triangle, square, oblong, rhomb, hexagon and octagon, the sides of the triangle, square and rhomb being four inches; two or more familiar objects, without perspective effect, composed of the plane figures of this grade.

*Sewing.*—In girls' classes.

*Vocal Music.*—Instruction continued as in previous grade; singing notes in groups, pupils to beat time.

*Physical Training.*—As in previous grades.

#### FIRST GRADE.

##### *Outline Course.*

*Language Lessons.*—*Reading*—of the grade of an easy Third Reader: the meaning of words and phrases read: elementary sounds in the pronunciation of words: *punctuation* marks: *spelling*, as in the previous grade: lessons on *objects*, as in the previous grades, with more complete descriptions of objects; special attention to be given to those properties which fit the objects for their particular uses: *geography*, without text-books



—points of the compass : location and direction of familiar places ; elementary definitions ; shape of the earth, and situation of the principal countries and bodies of water.

*Arithmetic—Written and Mental.*—*Addition* and *subtraction* continued : *multiplication*—multiplicand not exceeding *six figures*, multiplier not exceeding *four figures* : *division*—divisors not exceeding 25 ; practical examples in the several rules : *Roman numbers* reviewed : *tables* of Long Measure and Avoirdupois Weight, with review of previous grade ; simple practical questions.

*Slate Writing and Penmanship.*—On slates, brief descriptions of familiar objects : on paper, words with capitals ; during the last half of this grade one lesson each week to be written from dictation.

*Drawing.*—On slate and paper, illustrated on blackboard from dictation and from chart : quadrants with radius of two inches ; design composed of straight and simple curved lines symmetrically arranged in the square, equilateral triangle, hexagon and octagon ; two ovate conventional leaves on axis of three inches.

*Sewing.*—In girls' classes.

*Vocal Music.*—Instruction continued as in Second Grade ; teach the singing of simple tunes in the natural scale by numerals, syllables, letters, *la, la, la*, and by appropriate words.

*Physical Training.*—As in previous grades.

*Manners and Morals.*—Due attention to be given in each grade to training pupils in right habits.

GENERAL DIRECTIONS RELATIVE TO INSTRUCTION IN THE SEVERAL  
GRADES OF THE PRIMARY COURSE.

1. *Order of Exercises.*—In arranging the order of exercises of any Primary School or Department, the minimum time per week shall be as follows: Language lessons, six hours; arithmetic, four hours; writing, two hours; drawing, thirty minutes; geography (First Grade), thirty minutes; sewing (1st, 2d and 3d grades, girls), one hour.

Opening exercises, fifteen minutes; morning recess, grades 6, 5 and 4, twenty minutes; grades 3, 2 and 1, fifteen minutes; noon intermission, one hour. The remaining time per week may be distributed at the discretion of the Principal. Opening exercises to commence punctually at nine o'clock A. M., and dismissal at three o'clock P. M. Primary Department may commence to dismiss at 2:50 o'clock P. M. No class exercises shall take place before 9 o'clock A. M., or after 3 o'clock P. M.

2. *Reading.*—In the reading lessons of each grade, the pupils shall be required to state in their own language the subject matter of the lessons. Prose and verse recitations by the pupils in the schools shall be selected from the books upon the supply list of the Board of Education.

3. *Sewing.*—Instruction in sewing shall be given to the female pupils in the First, Second and Third Grades of Primary Schools and Departments.

4. *Use of Pencils and Pens.*—The pupils shall not be allowed to write with short pencils; particular care to be taken as to the method of holding both pencil and pen, also as to the position of the body while writing.

5. *Vocal Music*.—Instruction in vocal music shall be given to the pupils in every grade.

The music used shall be such as is found in the books contained in the supply list of the Board of Education.

6. *Physical Training*.—The pupils should be exercised daily in such a manner as to expand the lungs, develop the muscles, and impart an easy and graceful carriage to the body. Calisthenic exercises should be employed for the attainment of these objects.

7. *Manners and Morals*.—Such instruction should be given daily to the pupils of all the grades as will foster a spirit of kindness and courtesy toward each other, a feeling of respect toward parent and teacher, and a love of cleanliness, order, law and truth.

8. *Size of Classes*.—No class shall contain more than seventy-five pupils.

#### PROMOTIONS FROM PRIMARY SCHOOLS, HOW AND WHEN MADE.

Promotions shall be made from the Primary to the Grammar Schools semi-annually, and not oftener, except by the written permission of the City Superintendent; and no pupil shall be promoted from any Primary School unless examined in all the studies prescribed for the First Grade of the Course of Instruction for Primary Schools, and found qualified by the Principal of the Department into which the promotion is to be made; and when found qualified, such pupils shall be promoted without delay. Pupils may be transferred from the Primary to the Grammar Schools before completing the First Primary School Grade, with the consent of the Committee on Course of Study and School Books, and on the recommenda-

tion of the City Superintendent, to whom application may be made by the Trustees in any Ward, showing that said transfer is necessary in order to relieve the crowded condition of any Primary School, and to fill vacancies in the classes of the Grammar Schools. Pupils thus transferred to any Grammar School shall, however, be taught in the Primary Grades until regularly promoted from the same, but may be counted as a part of the regular attendance of the Grammar School.

COURSE OF INSTRUCTION  
IN THE  
GERMAN LANGUAGE.

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FOURTH GRADE.

1. *The Alphabet*, both printed and script, with exercises in reading and writing.

2. *Grammar*.—Declension of the Definite and Indefinite Articles and the Noun; the present and imperfect tense of *sein* and *haben*. The cardinal numbers from one to one hundred.

3. *Translation*, both oral and written, of simple sentences, including examples under the rules learned in the grammatical lessons of this grade, as well as subject, predicate, object, and simple adjuncts.

4. *Colloquial Exercises*.

THIRD GRADE.

1. Exercises in Reading and Writing continued.

2. *Grammar*.—Declension of Adjectives and Pronouns. The active voice of the weak conjugation.

3. *Translation*.—Oral and written, including examples under the rules of the grammar lessons of this grade, as well as of prepositions ; also easy compound sentences.

4. *Colloquial Exercises*.

#### SECOND GRADE.

1. Exercises in Reading and Writing continued.

2. *Grammar*.—The passive voice of the weak conjugation. The principal parts of strong and irregular verbs.

3. *Translations*.—Oral and written, of sentences affording practice in the application of the several tenses of the verb, and in compound sentences.

4. Reading from a German Reader, with translations into English, and exercise in etymology.

COURSE OF INSTRUCTION  
IN THE  
FRENCH LANGUAGE.

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## FOURTH GRADE.

1. *Reading*.—Rules of Pronunciation and the accents.
2. *Grammar*.—The Definite and Indefinite Articles ; Nouns, formation of the plural ; Adjectives, formation of the feminine gender and comparisons ; Auxiliary verbs *avoir* and *être*. First conjugation of regular verbs.
3. *Translation*.—Oral and written, including exercises on the grammatical rules taught in the grade ; also the use of nouns in a partitive sense, the place of nouns in a question, and the form of negative sentences.
4. *Colloquial Exercises*, adapted to the grade.

## THIRD GRADE.

1. *Reading and Pronunciation*, continued.
2. *Grammar*.—Pronouns ; the second, third and fourth conjugations of the regular verbs ; some of the principal irregular verbs ; adverbs.
3. *Translation*.—Oral and written, on the grammatical rules taught in this grade.
4. *Colloquial Exercises*, adapted to the grade.

## SECOND GRADE.

1. *Reading and Pronunciation*, continued.
2. *Grammar*.—Regular verbs reviewed ; irregular verbs continued ; the principal rules on the use of moods and tenses.
3. *Translations* from a French reader ; also oral and written translations in the grammatical rules of the grade.
4. *Colloquial Exercises*, adapted to the grade.
5. *Easy Compositions*.

## REVIEW TO PRECEDE AN EXAMINATION FOR PROMOTION.

Every examination for promotion to a higher grade shall be preceded by a thorough review of all the studies pursued in the grade from which said promotion is to be made.

## REGULATION OF STUDIES OUT OF SCHOOL.

No lesson shall be given to a pupil to be learned out of school until it shall have been sufficiently explained and illustrated by the teacher to the class ; nor shall the lessons be such as to require a period of study each day, in the case of a child of average capacity, longer than two hours. Exercises in grammatical analysis and parsing, and written and mental arithmetic, shall *not* be assigned for home study, except to pupils in the first grade.

On the last Friday in each month there shall be in every class of each course a general review of all the studies of the previous month, at which review all text-books shall be laid aside by teachers and pupils.



No public exhibition requiring special preparation shall be given in any school or department, if at all, oftener than once during each year, except by permission of the Board of Trustees, and no public exhibition or entertainment shall be given outside the school building without the consent of the Board of Education.

#### MUSIC, DRAWING, FRENCH AND GERMAN.

Exercises in vocal music and instruction in musical notation and drawing shall be given in each Primary and Grammar School.

Whenever the parents or guardians of at least thirty pupils attending a Grammar Department shall desire the introduction of French or German, the Trustees of the Ward shall introduce the study of such language in said department, but no child shall be compelled to study German or French contrary to the wishes of its parents or guardians, expressed either personally or in writing; and whenever the average attendance of pupils engaged in the study of French or German, in any class, shall fall below fifteen for the period of three months, such study shall thereafter be discontinued in said class.

Whenever the study of French or German shall have been introduced as above, it shall be pursued according to the course of studies in French or German which has been or may hereafter be prescribed by the Board, and pupils pursuing the study of either of these languages shall be required to show the proficiency assigned to each grade before being promoted to a higher grade in the same language.

The City Superintendent, under the direction of the Committee on Teachers, shall be authorized to license teachers specially to give instruction in French or German in the 2d, 3d and 4th grades of the Grammar Schools, and the number of

recitations in each of the grades pursuing the study of either of these languages shall be three per week, two of thirty-five minutes each and one of thirty minutes, or two per week of fifty minutes each, to be left to the discretion of the Principal, and no pupil shall be permitted to pursue the study of more than one of these languages at the same time.

#### EXAMINATION OF CLASSES BY THE PRINCIPALS.

The Principals of the schools shall examine all their classes in the prescribed branches of study at least twice a year, namely, immediately before each regular promotion, and record the results of the same in a book kept for that purpose. A report of all such examinations shall be sent to the City Superintendent, who shall have it recorded in a book kept for that purpose. The adjectives to be used by the Principals in such examination shall be the same as those made use of by the Superintendent under these By-Laws.

#### EXAMINATION BY CITY SUPERINTENDENT.

1. Whenever any school is visited for examination by the City Superintendent, or his assistants, it shall be the duty of the Principal of said school to provide the examiner with a statement showing the number of pupils on record in the class the length of time in it, their age, the studies pursued, the progress of the pupils therein, and such other facts as he may deem requisite to enable him to form a correct estimate of the efficiency of the instruction imparted.

2. The reports made to the Board of Education of the result of such examination shall state in what manner the Principal and other teachers have discharged their duties, the attend-

ance of the teachers, the character of each class in its respective grade, as *excellent, good, fair, indifferent, or bad* ; the general order and efficiency of each school, together with such other facts as may be deemed necessary or important.

3. Records of the results of such examinations shall be kept in the Superintendent's office, and transcripts from the same with regard to each school shall be sent without delay to the respective Boards of Trustees.

COURSE OF INSTRUCTION

FOR

EVENING SCHOOLS FOR JUNIORS.

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EIGHTH GRADE.

*Reading from a First or Second Reader.*

*Suggestions.*—1st. It should be borne in mind that the pupils of this grade have a mental development as well as a practical use of words far beyond the young children for whom a reader of this grade is chiefly designed ; 2d. That therefore the principal efforts in this grade should be to develop a facility in pronouncing all the words of the Reader promptly at sight ; 3d. Great care should be taken to make the exercises as spirited as the subject will permit ; 4th. Considerable attention should be given to distinctness of articulation and correctness of pronunciation.

*Spelling and Definitions of the words of the reading lessons.*

*Suggestions.*—1st. The spelling in this grade should be chiefly oral, in order to cover as much ground as possible in each lesson ; 2. Before closing the lesson a selection of from five

to ten of the most difficult words should be tested by having the whole class write them on the slate ; 3d. The difficult words of preceding lessons should be rapidly reviewed at least twice a month ; 4th. The spelling and meaning of words of like sound with those in the lesson should be carefully taught ; 5th. Only those words, the meaning of which the pupil is likely to mistake or not to know, should be dwelt upon in the definition exercises ; 6th. Ability to use words properly in a brief sentence or phrase is the best test of the knowledge of their meaning in the lower grades.

*Arithmetic*, through multiplication.

*Suggestions*.—1st. The lessons in Arithmetic should consist of three parts: First, a few minutes' rapid class drill with the blackboard to secure facility and precision in the tables of addition, subtraction and multiplication ; Second, a few minutes in short practical exercises in mental arithmetic, chiefly for rapid calculation without analysis ; Third, the remainder of the time should be given to exercises wrought upon the slate ; 2d. All the examples given should be short ; 3d. If any analysis is required, it should only be in multiplication, and should then be as concise as clearness will permit ; 4th. Neat work and legible figures should invariably be insisted upon.

*Penmanship*.—Elementary exercises in small letters and capitals ; also in short words.

*Suggestions*.—1st. Each lesson should first be briefly illustrated upon the blackboard ; 2d. The lesson should not always be from printed copies ; 3d. The letters should be presented in the order of their difficulty, and short words should be introduced as soon as a few letters have been taught.

## SEVENTH GRADE.

*Reading*, from a Third Reader.

*Suggestions* as in grade 8th as far as apposite. Care should be taken to select interesting and instructive pieces.

*Spelling and Definitions* of the words of the Reading lesson ; also of miscellaneous words by dictation.

*Suggestions* as in grade 8th, excepting that the exercises in written spelling should occupy at least half the time given to the subject.

*Arithmetic*.—Short and Long Division and Federal Money.

*Suggestions* as in grade 8th, except that the words *and division* are to be added after the word *Multiplication*.

*Penmanship*.—Words and short sentences.

*Suggestions*, see 1 and 2 of grade 8th.

## SIXTH GRADE.

*Reading* of the grade of a Third Reader continued.

*Suggestions* as in grades 8th and 7th.

*Spelling and Definitions* of the words of the Reading lessons, also of miscellaneous words from dictation.

*Suggestions* as in grades 8th and 7th.

*Arithmetic* through Common Fractions and their application to Federal Money.

*Suggestions.*—1st. Those of grades 8th and 7th, as far as apposite; 2d. The examples selected should be short and practical as possible; 3d. Common Division and Least Common Multiple should be chiefly from inspection and only in immediate connection with their applications to the reduction and combination of fractions; 4th. Addition, Subtraction and Division may be advantageously taught together on their common basis of Least Common Denominator; 5th. The chief analyses to be taught are those of Common Denominator, Multiplication, and the two cases in Division; 6th. The applications of Fractions to Federal Money should constitute a prominent element of the exercises.

*Penmanship.*—Words and short sentences, continued.

*Suggestions* as in grade 7th.

#### FIFTH GRADE.

*Reading*, book of the grade of a Fourth Reader, with continuous text, on Familiar Science.

*Suggestions.*—1st. Every lesson should be accompanied with a brief review of the subject matter; 2d. An occasional general review of the subject matter will give one of the brief advantages of a continuous text; 3d. Difficult words and those requiring explanation should be carefully attended to; 4th. Distinctness of articulation and naturalness of tone should have a proper share of attention.

*Spelling and Definitions* from the Reader, and miscellaneous words.

*Suggestions* as in grades 8th and 7th.

*Arithmetic*.—Decimal Fractions and Common Fractions reviewed, with simple business applications of both.

*Suggestions*.—1st. After teaching the principles of decimal notations, the reduction, addition, subtraction, multiplication and division of decimal fractions should be taught and explained on the same principles as similar operations in common fractions ; 2d. Facility in converting simple common fractions to decimals and decimals to common fractions is very important in the business applications of fractions.

*Penmanship*.—Copies and longer sentences.

*Suggestions*.—1st. Double-lined books, that is, those having both base-line and head-line for the small letters, should not be used ; 2d. All members of the class should write the same lesson ; 3d. The special difficulties of each lesson should be carefully taught by means of the blackboard.

#### FOURTH GRADE.

*Reading*.—From the same Reader as in grade 5th.

*Suggestions* as in grade 5th.

*Spelling and Definitions* as in grade 5th.

*Suggestions* as in grade 5th.



*Arithmetic.*—Compound numbers, including Federal Money, Tables of Weights and Measures.

*Suggestions.*—1st. Great care should be taken to select those tables which are of most practical importance in daily life ; 2d. No long examples should be given ; 3d. The analysis, when required, should be brief and simple ; 4th. The different values of the pound, ounce, ton and gallon should be carefully taught ; 5th. Areas of rectangles and circles, and short examples in finding the contents of boxes, bins and cylinders, in feet, inches, gallons or bushels, should constitute part of the basis of instruction.

*Penmanship.*—Copies ; writing short paragraphs from dictation, or from the Reader or some other book.

*Suggestions.*—1st. The latter element is by far the more important ; 2d. Draw attention to the correct use of capitals and points, and to the use of the hyphen at the end of the line ; 3d. Insist upon the proper legible medium between a compact and a sprawling hand ; 4th. Do not allow either vertical or backhand to be used ; 5th. Insist upon a plain style without flourishes ; 6th. Permit only such rapidity as is thoroughly consistent with neatness and legibility.

*Geography.*—An outline of the world ; to be taught orally and with the use of the globe and outline map.

*Suggestions.*—1st. The lessons should be short and spirited ; 2d. They should not be allowed to degenerate into mere lectures. The pupils should take a leading and active part in pointing out and describing ; 3d. The lessons should include the shape of the earth, its size, zones, seasons, day and night,

divisions into land and water, and the principal subdivisions of each. Ideas of latitude and longitude, their necessity and importance. The distinctions of mountain systems, plains and location of the most important of each ; the most important rivers and lakes ; a few of the leading countries, and of the chief commercial and manufacturing cities ; 4th. Before commencing the lesson the teacher should have as definite ideas as to its plans, limits and details as in the lessons in arithmetic or penmanship ; 5th. Frequent and rapid reviews of five minutes each are indispensable.

### THIRD GRADE.

*Reading.*—History of the United States.

*Suggestions* as in grade 5th.

*Spelling and Definitions* from the Reading lessons.

*Suggestions* as in grades 8th and 7th, excepting that the spelling should be tested only by writing selected words and sentences on slates.

*Arithmetic.*—Percentage *without time* ; a review of those parts of the compound numbers which are of the most practical importance.

*Suggestions* as in grades 5th and 4th.

*Penmanship.*—Copies and paragraphs as in grade 4th.

*Suggestions* as in grade 4th.

*Geography.*—A brief outline of the Western Hemisphere, with the use of the globe and outline maps.

*Suggestions* as in grade 4th, except as to suggestion 3d. The lesson should include first very simple outlines of the physical geography of each continent, its form, dimensions, chief mountain systems, plateaus and plains; its drainage, general climates, and leading vegetable and animal products. The separate countries of the continent should then be considered, great care being taken not to present too many topographical details. The leading cities, resources, commerce and commercial routes, should receive careful attention.

#### SECOND GRADE.

*Reading.*—History of the United States, continued.

*Suggestions* as in grade 5th.

*Spelling and Definitions* from the Reading lessons.

*Suggestions* as in grade 3d.

*Arithmetic.*—Review of simple percentage; interest, and the business rules dependent upon both.

*Suggestions.*—No subordinate topic should be treated exhaustively before proceeding to the next; 2d. Frequent reviews with brief examples will insure correctness, rapidity and thoroughness; 3d. Clear explanations should be required; 4th. Before completing the subject of interest, a few exercises

should be given in finding interest by tables, and the tables should be explained.

*Penmanship.*—Copies and paragraphs as in grade 3d.

*Suggestions* as in grade 4th.

*Geography.*—The Eastern Hemisphere, with the use of the globe and outline maps.

*Suggestions* as in grade 3d.

#### FIRST GRADE.

*Reading.*—General History.

*Suggestions* as in grades 3d and 2d.

*Spelling and Definitions.*—From the Reading lesson.

*Suggestions* as in grade 3d.

*Arithmetic.*—General review and completion of business arithmetic.

*Suggestions* as in grade 2d.

*Penmanship.*—Paragraphs and business forms and business letters.

*Suggestions.*—The points of each business letter should be briefly written upon the blackboard, and each pupil then be required to construct the letter himself.

*Bookkeeping.*

*Suggestions.*—The time given to this subject should not be allowed to interfere with the other subjects required to be taught in this grade.

*Geography.*—General review, with outline maps.

*Suggestions.*—Special attention should be given to such important current events as have geographical relations. The daily paper will furnish an abundance of valuable and useful illustrations.

COURSE OF INSTRUCTION  
IN THE  
ENGLISH LANGUAGE  
FOR FOREIGNERS IN EVENING SCHOOLS.

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THIRD GRADE.

1. *Reading*.—Second or Third English Reader ; special attention to be called to idiomatic phrases occurring in the lessons.

2. *Penmanship*.—Writing from dictation. The use of capitals to be taught.

3. *English Grammar*.—Special attention to be given to the peculiar sounds of the language ; the comparison of adjectives ; the formation of the plural ; the simple tenses of auxiliary verbs ; the principal parts of a few of the most common irregular verbs.

4. *Translations*.—Translations from English to the native language of the pupils, and *vice versa*.

5. *Colloquial Exercises*.—Among the first topics to be selected for colloquial exercises should be the following : (a.) Easy ex-

ercises in addition, subtraction, multiplication and division ; (b.) the human body ; (c.) house and home ; garden and field ; (d.) family relations and friends ; (e.) the city we live in ; other subjects at the discretion of the teacher, who should keep a list of the exercises.

*The teacher should give the usual directions as soon as possible in the English Language.*

#### SECOND GRADE.

1. *Reading*.—Fourth English Reader.

2. *Penmanship*.—Writing from dictation, including words and sentences.

3. *English Grammar*.—Special attention to be given to the principal parts of irregular verbs occurring in the reader, to the passive voice, and to the principal adverbs and conjunctions.

4. *Translations*.—Continued.

5. *Colloquial Exercises*.—The following subjects should be treated of: (a.) The weather ; (b.) mechanical arts ; (c.) the grocery ; (d.) social amusements ; (e.) the United States and its Government ; other subjects at the discretion of the teacher, who should keep a list of them.

*The medium of instruction should be, as much as practicable, the English Language.*

#### FIRST GRADE.

1. *Reading*.—Fifth English Reader, History of the United States, or Constitution of the United States.

2. *Penmanship*.—Writing from dictation.

3. *English Grammar*.—The chief peculiarities of Syntax, attention to be called to points of difference between the English and the native language of the pupils. Lessons in composition, with instruction in letter-writing.

4. *Translations*.—Continued.

5. *Colloquial Exercises*.—Review of the exercises of the two preceding grades; other subjects to be selected by the teacher; discussions on the contents of the reading lessons; debates.

Teachers should keep a list of the subjects selected by them for colloquial exercises and debates.



## EVENING SCHOOLS FOR SENIORS.

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1. *Reading*—Including Spelling, Definitions and Historical Readings.
2. *Arithmetic.*
3. *Penmanship.*
4. *Book-keeping.*
5. *Composition.*

Any pupil upon his admission may, at his option, select not more than two of the said branches of study which he desires to pursue during the term.

It shall be the duty of the Principal of each School for Seniors, by and with the advice and consent of the City Superintendent, to arrange an order of exercises for each evening during the term.

# ANNUAL REPORT

## OF THE

### SUPERINTENDENT OF SCHOOL BUILDINGS.

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OFFICE OF THE SUPERINTENDENT OF SCHOOL BUILDINGS, }  
New York, December 31, 1884. }

*To the Honorable the Board of Education :*

GENTLEMEN—The undersigned respectfully presents the following Annual Report for 1884 :

#### SITES.

Applications for authority to purchase lots to enlarge present sites, or for the purpose of establishing new schools, have been made by the several Boards of Trustees, as follows :

By the Trustees of the Seventh Ward, to purchase the property No. 122 Henry street, adjoining G. S. No. 2.

By the Trustees of the Eighth Ward, to purchase four lots in Macdougall street ; also to purchase property in King street, near Macdougall street.

By the Trustees of the Ninth Ward, to purchase a lot adjoining Primary School building No. 7 on West Tenth street ; also to purchase a lot adjoining the one last named.

By the Trustees of the Eleventh Ward, to purchase a new site for P. S. No. 3.

By the Trustees of the Twelfth Ward, to purchase a site on

East One Hundred and Tenth street, between Second and Third avenues; also to purchase a site on East Ninety-sixth street; also to purchase a site on West One Hundred and Twentieth street; also to purchase a site on the corner of One Hundred and Thirty-first street and Sixth avenue; also to purchase a site on the corner of One Hundred and Thirty-fourth street and Sixth avenue; also either of three separate sites on Lexington avenue, between Ninety-fifth and Ninety-sixth streets.

By the Trustees of the Seventeenth Ward, to purchase three lots on East Fourth street, in the rear of and adjoining G. S. No. 25.

By the Trustees of the Eighteenth Ward, to sell the property known as G. S. No. 40, and the proceeds devoted to the purchase of a new site, etc.

By the Trustees of the Twentieth Ward, to purchase two lots on West Thirty-sixth street, for an addition to G. S. No. 32.

By the Trustees of the Twenty-second Ward, to purchase six lots between Sixtieth and Seventieth streets and Eighth and Tenth avenues; also to purchase six lots on the north side of West Sixty-fifth street, near Tenth avenue; also to purchase a site on West Forty-ninth street, between Eighth and Ninth avenues; also to purchase lots on West Fiftieth street, between Ninth and Tenth avenues.

By the Trustees of the Twenty-third Ward, to withdraw all heretofore proposed sites, and proposing a new site 100 feet wide on Ogden and Lynd avenues, 350 feet deep on the south side and 325 feet on the north side; also for a site on One Hundred and Thirty-eighth street; also for the purchase of a lot on Courtland avenue, adjoining Primary Department G. S. No. 60.

By the Trustees of the Twenty-fourth Ward, to purchase eight lots on Johnson avenue.

All said applications were referred to the Committee on Sites and New Schools.

The Committee, after examination and consideration of the applications, reported favorably on the following sites, for which appropriations have been made :

For site in King street,	8th Ward....	\$70,000 00
“ “ West 10th street,	9th “ ....	18,500 00
“ “ East 110th street,	12th “ ....	33,142 00
“ “ West 127th street,	12th “ ....	7,500 00
“ “ West 120th street,	12th “ ....	36,000 00
“ “ First street,	17th “ ....	25,000 00
“ “ West 36th street,	20th “ ....	28,000 00
“ “ West 50th street,	22d “ ....	50,000 00
“ “ Ogden and Lynd avs.,	23d “ ....	12,500 00
“ “ Courtland avenue,	23d “ ....	3,000 00
“ “ 138th street,	23d “ ....	15,000 00
“ “ Spuyten Duyvil,	24th “ ....	3,593 45
Total .....		\$302,238 45

The sites on King street, on West Tenth street, on Ogden and Lynd avenues, on Courtland avenue, on One Hundred and Thirty-eighth street, and at Spuyten Duyvil, are not being built upon or used for school purposes.

#### NEW BUILDINGS.

The new buildings known as Grammar Schools Nos. 76, 77 and 78, have been completed during the year, and are in successful operation, the average attendance during November being as follows: G. S. No. 76, 1,429; G. S. No. 77, 2,364; G. S. No. 78 (including branch), 2,284.

Grammar School building No. 78 was originally intended

for three departments, a Grammar Department for Boys, a Grammar Department for Girls, and a Mixed Primary Department; this arrangement was changed, before the building was occupied, to a Girls' Grammar and Mixed Primary Department.

A description of this building is on pages 266, 267 and 268, of the Report for 1883.

A new building, an extension of Grammar School house No. 33 on West Twenty-eighth street, in the Twentieth Ward, four stories in height, and containing twenty-four large and well-lighted class-rooms, is nearly completed, and will be ready for occupancy about the 1st of February, 1885.

Plans and specifications have been prepared and contracts entered into, for the erection of a new Grammar School house, four stories in height, on the corner of East Seventieth street and First avenue, in the Nineteenth Ward, to be known as G. S. No. 82, and will cost..... \$110,000

Also for a new four story Grammar School house on East One Hundred and Tenth street, in the Twelfth Ward, to be known as Grammar School No. 83, will cost..... 113,000

Also for an addition to Primary School house No. 9, on First street, in the Seventeenth Ward, four stories in height, the entire building when completed to be occupied by a Male Grammar and Mixed Primary Department, and to be known as G. S. No. 79; cost of addition..... 68,000

Also for a new four-story building for P. S. No. 7, on West Tenth street in the Ninth Ward, to cost 67,000

Also for a new building, four stories in height, on West Thirty-sixth street, Twentieth Ward, to be occupied by the boys of the Primary Department of G. S. No. 32; will cost ..... 38,000

Also for a four-story addition to G. S. No. 43, on West One Hundred and Twenty-ninth street, corner of Tenth avenue, in the Twelfth Ward ; to cost.....	\$85,000
Also for a four-story addition to G. S. No. 61, on Third avenue near One Hundred and Sixty- ninth street, in the Twenty-third Ward ; will cost.....	83,000
Add for extension to G. S. No. 33 on West Twenty- eighth street, in the Twentieth Ward (nearly completed) .....	68,000

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Making a total of..... \$632,000

for new buildings, to which may be added, for sites purchased entire or in part, on which new buildings are being, or to be erected, \$134,645, in all, \$766,645, additional value of the real estate used for school purposes ; a further addition of say \$100,000, may be made for heating apparatus and furniture ; showing a grand total of \$866,645 necessary to erect and put in proper condition for occupation the eight buildings before named.

The total accommodations for pupils has been estimated at 8,850 sittings, costing in round numbers \$100 per sitting.

About 170 additional teachers will be required for the several departments that will occupy these buildings.

The "new buildings" and the "additions" in course of erection, although they differ in some respects, yet a description of one, as regards materials to be used in its construction, will give a fair idea of all.

The main front will be of Philadelphia pressed bricks ; trimmings of doors and windows of polished stone ; cornices of brick and galvanized iron, painted to imitate stone ; the sides

and rears of Croton front bricks ; roof of tin ; yards and side-walks of bluestone flagging or artificial stone.

The interior will be finished in the usual manner, the floors all deafened ; flooring of narrow Florida yellow pine ; wainscot of narrow white pine ; ceilings lathed with fire-proof lathing ; all side walls and ceilings hard finished ; stairways for pupils of iron and slate ; main stairway of walnut ; in a few schools iron and slate is to be used ; doors and trimmings of doors, windows, etc., of white pine, painted and grained—usually in imitation of oak—and varnished.

The several stories will be divided, and are to be used as follows :

The cellar, under the entire building, will contain rooms for fuel, and for the steam heating apparatus.

The first story will be arranged for play-rooms for the pupils, two or more class-rooms, and meeting-room for Trustees, if required.

The second story will have an assembly room, divided by means of sliding doors, into class-rooms ; also a number of separate class-rooms ; a Principal's room and a retiring room for teachers.

The third and fourth stories, if for a " Three Department " building, will be arranged precisely as named for the second story ; if for " Two Departments," the third story will have class-rooms only. The Janitor's rooms will be in the attic.

The class-rooms will average about 400 square feet of floor surface each.

The heights of the stories are uniformly as follows : Cellar, average, 10 feet ; first story,  $10\frac{1}{4}$  feet ; second, third and fourth stories, each  $14\frac{1}{4}$  feet ; attic, 10 feet.

Dimensions of sites and buildings, G. S. No. 32 (addition), site 50 by  $98\frac{3}{4}$  feet ; building 42 by 63 feet ; four stories high ; will have eleven class-rooms.

Grammar School No. 43 (addition), entire site  $99\frac{1}{2}$  by 200 feet, main building, 55 by 105 feet; one wing 16 by 28 feet, average; one wing  $23\frac{1}{2}$  by  $27\frac{1}{2}$  feet, average; all four stories high, and will contain twenty-one class-rooms.

Grammar School No. 61, entire site 200 by  $209\frac{1}{2}$  feet; new addition to building; main portion 56 by  $94\frac{1}{2}$  feet; one wing  $16\frac{1}{2}$  by 19 feet, average; one wing 31 by 62 feet, one wing 14 by 10 feet, one wing  $14\frac{1}{2}$  by 47 feet; the addition will have rooms for eighteen classes; present building will have four less than it now has, so that there will be a gain of fourteen class-rooms for the entire school.

Grammar School No. 79; the site is irregular in form, being nearly like the letter T, the front portion on First street being about 78 by 45 feet, representing the top of the letter, the remainder 63 by 132 feet, now occupied by Primary School No. 9, completing the form of the letter named. The additional building is being erected on the line of First street, covering very nearly the entire plot; it will be four stories and an attic in height; and contain in all sixteen class-rooms, making nine more in the entire building than there is in the present building.

Grammar School No. 82; site 100 by  $100\frac{5}{8}$  feet. An entire new building is in course of erection on this site. Main building 58 by 95 feet, average; one wing 30 by 35 feet, average; one wing 26 by 35 feet; all four stories in height, with an attic of ten feet in height over a portion containing apartments for the Janitor. This building will have in all rooms for twenty-six class-rooms.

Grammar School No. 83; site 140 by  $100\frac{1}{2}$  feet; main building 57 by  $92\frac{1}{2}$  feet; one wing 25 by 28 feet, average; one wing 25 by 36 feet, one wing 28 by 49 feet, and one wing 42 by 49 feet; all four stories high, with an attic over a part for



Janitor's residence. This building will contain in all thirty-eight class-rooms.

Primary School No. 7 ; site 75 feet front, 55 feet rear, by 95 feet deep on west side, and 77 feet on east side ; main building 50 by 85 feet ; two wings 8 by 20 feet ; two wings 8 by 31 feet ; four stories in height, with attic to be occupied by the Janitor.

This building will accommodate twenty classes ; present building having eight rooms, the increase in number of rooms will be twelve.

#### ALTERATIONS AND REPAIRS.

There have been no extensive alterations made in any of the school buildings during the year, in the way of adding to the accommodations for pupils ; yet a great many additions, alterations and improvements have been made in the way of repairing, painting, plumbing, new furniture and repairing, etc., etc.; no less than 112 contracts having been given out for the several kinds of work, costing in the aggregate about \$200,000.

In the latter part of October, and the early part of November, 1883, the Inspectors of the Board of Health made a thorough examination of the school buildings, and made special reports as to the condition of each, with such recommendations as were required to have them in accordance with the " Rules and Regulations of the Board of Health."

The Committee on Buildings of your Board carefully considered the subject, and after consultation with the undersigned, and after the matter had been laid before the President of the Board of Health, it was agreed that certain work that could be done without disturbing the sessions of the schools, should be done at once, and that the rest might be left until the Summer vacation.

An appropriation of \$6,000 was promptly made upon the recommendation of the Committee, and the work agreed upon was performed.

The remainder of the work was done as proposed. Specifications were prepared and bids were received, the result of which was an expenditure of more than \$45,000, under fifty different contracts, in fifty different school houses; besides about \$7,000 expended in sums under \$200, making, with the \$6,000 appropriated in 1883, nearly \$60,000 expended in carrying out the recommendations of the Board of Health.

As the mere mention of the word *plumbing* is apt to excite the curiosity of many people in these days, it may be well to add a few words on the general subject.

The following facts are presented as worthy of remembrance:

On the 4th of June, 1881, a law was passed by the Legislature of this State, giving to the Board of Health the power to prescribe "Rules and Regulations" for the construction of the several parts of all buildings, and all appurtenances that in any way or manner affect the health of the occupants, and to obtain the best results in a sanitary point of view.

These regulations have been published, and are supposed to be as nearly perfect as the present knowledge on the subjects treated of will permit.

Previous to the passage of the law named, the plumbing work in school-houses was done as was the custom in private dwelling-houses, and it is believed that not one in twenty of the dwellings in the city were in any better condition than were the school-houses.

By comparing the former with the present method of plumbing, it clearly appears that the defects named by the Inspectors of the Board of Health were defects only when compared with

present requirements, but were not such at the time the work was done.

Whether all the changes were really necessary or not, is not a proper subject for discussion. It must be admitted that a house provided with all that the present rules require, will be proof against all the ills that can be in any way attributed to imperfect plumbing. It must also be admitted that our school-houses should be in every respect satisfactory. The changes made during the vacation doubtless rendered them as nearly perfect in regard to the plumbing as conformity to existing rules could make them.

Very respectfully submitted,

DAVID I. STAGG,

*Superintendent of School Buildings.*

# REPORT

## OF THE

### ENGINEER OF THE BOARD OF EDUCATION.

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NEW YORK, *December 31, 1884.*

*To the Honorable the Board of Education :*

GENTLEMEN—Having been appointed to the position of Engineer of the Board of Education in the latter part of November, it will not be possible for me in the short time that I have been in charge to make a very elaborate report of the work of the Engineer's Department, and will confine myself to such matters as can be collated from the records of the Department, showing what has been done in regard to new work, alterations and repairs to the heating apparatus and the cost thereof during the past year, and respectfully submit for your consideration the following brief statement of work done under the direction of the Engineer for the year ending December 31, 1884 :

#### HEATING AND VENTILATION.

The heating and ventilation of the school buildings is receiving careful attention.

The buildings are mostly heated by steam although many of them still have the old fashioned wood and coal stoves. Many of the buildings formerly heated by furnaces and stoves have had steam apparatus introduced in them for heating, which in most cases works very satisfactorily, and is a great improvement on the old methods of heating both in comfort and cleanliness.

The question of securing perfect ventilation for the schools has not yet been satisfactorily settled. Means of securing a frequent and regular change of air in the class rooms, which is absolutely necessary, is receiving careful consideration. Several methods of ventilation have been submitted, but on investigation it has been found that they were defective in some particular, or would involve such an outlay of money as to render their introduction practically impossible, particularly in buildings already constructed. The subject, however, is one of such grave importance, as affecting the health of the children attending the Public Schools, that nothing will be left undone by this Board to secure good ventilation in the school buildings. As a means to secure this result and to improve the general sanitary condition of the schools, the Engineer of this Board has been directed to make a thorough sanitary examination of all the schools, and point out existing defects in order that proper and effective remedies may be applied without delay. It has also been found that the school buildings are often injuriously affected by nuisances which are allowed to exist in their immediate vicinity, and that class-room windows have to be kept closed on this account. These nuisances are also being inspected with a view to their speedy removal or abatement.

At the beginning of the year just past there were in use in the Public School buildings 139 boilers with the necessary appurtenances, 67 furnaces and 418 coal and wood stoves.

Sixty-two Grammar and 14 Primary Schools were heated by steam. Four Grammar and 9 Primaries were heated by furnaces, and 15 Grammar and 24 Primaries were heated by coal and wood stoves.

During the year three school buildings, Grammar Schools 76, 77 and 78, have been completed and are now occupied, all of which have steam-heating apparatus, put in at a cost of \$21,597. Steam-heating apparatus has also been placed in Grammar Schools Nos. 14, 37 and 44, and the new addition to Grammar School 33 at a cost of \$22,052. New boilers were placed in Grammar School 32 at an expenditure of \$1,850, and alterations to the heating apparatus of Grammar School 57 cost \$1,950.

During the year applications were made to the Committee on Warming and Ventilation by the Trustees of the various Wards for necessary repairs to heating apparatus where the Incidental Fund was insufficient. Bills for repairs made on these applications, amounting to \$5,000, were approved by the Engineer and paid from the Contingent Fund. The amount expended from the Incidental Fund of School Trustees for repairs to heating apparatus and approved by the Engineer was \$2,300, and special appropriations amounting to \$9,000 were made by this Board for alterations and repairs to heating apparatus, making a total of \$63,749 expended for the heating apparatus of new buildings, and for repairing and alterations of the apparatus already in use.

#### JANITORS LICENSED.

The following named persons were licensed as janitors, having furnished the Committee with satisfactory testimonials

as to the character and qualifications, as required by the  
By-Laws :

John Blanch,	Grammar School	No. 77.
John Elliott,	" "	" 40.
William Frazer,	Primary	" " 15.
Mary Gormley,	" "	" " 41.
Catharine Hughes,	" "	" " 17.
Mrs. Francis Hunt,	" "	" " 24.
Michael F. Halley	Grammar	" " 18.
John W. Hunt,	Primary	" " 20.
Eliza Henesy,	" "	" " 2.
Monica S. Howell,	" "	" " 7.
John McCusker,	Branch G.	" " 78.
Edgar B. Odell,	Grammar	" " 76.
John Paton,	" "	" " 78.
John T. Tully,	" "	" " 41.
Elizabeth Thompson,	" "	" " 66.

Respectfully submitted,

THOMAS J. NEALIS,

*Engineer.*

# REPORT

OF THE

## SUPERINTENDENT OF THE NAUTICAL SCHOOL.

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NEW YORK NAUTICAL SCHOOL SHIP "ST. MARY'S,"  
 TWENTY-THIRD STREET AND EAST RIVER,  
 December 31, 1884. }

*To the Honorable the Board of Education :*

GENTLEMEN—I have the honor to submit the following report of the New York Nautical School for the year 1884.

The pupils were instructed in common school course, from January 1st to April 10th.

On the latter date an examination was held by Mr. Thomas F. Harrison, Assistant Superintendent, and Mr. James Godwin, Assistant Superintendent, Commissioner Wood, being present. From April 10, until the departure of the ship from New York, May 8, the time was employed in laying a new gun deck, caulking, provisioning and preparing ship for summer cruise.

From May 9th to October 15th, at sea and in port, instruction in seamanship and navigation was given the scholars, the course embracing marlin-spike seamanship, sailmaking, loosening, furling, reefing, steering, heaving lead, evolutions, handling boats under oars and sails, day's work, observations of the sun, moon and stars, and Sumner's method for determining



ship's position at sea, azimuths, amplitudes, lunars, use of artificial horizon, etc., etc. The foreign ports visited were Gibraltar, Spain, Tangier, Africa, and Teneriffe, Canary Islands. At the two former ports the lads were permitted to visit the shore, and enjoyed the privilege as only youngsters could. Owing to orders from their home Government at Madrid, and the prevalence of cholera in the Mediterranean ports, the authorities at Teneriffe were obliged to quarantine the ship, and as the restraint was indefinite, we concluded it best to continue the homeward course, which we accordingly did, arriving at New London, July 31st.

The remainder of the time was spent in and about Long Island Sound. There was no accident of a serious nature; the health of the ship's company was good, and the cruise in every way satisfactory.

On October 15th proceeded to anchorage off Twenty-third street, East River, New York, and on the 16th the examination by the Council of the Chamber of Commerce and Board of Experts appointed thereby took place, and comprised the subjects mentioned above in the practical course of instruction at sea and in port. The result of examination is embodied in report appended. On the 17th of October hauled alongside of dock and moored the ship for winter quarters. Commenced the regular school course November 3d, and continued the instruction until the holiday recess.

Attendance for year :

On board January 1st, 1883,	62
Admitted,	84
Discharged, etc.,	49
Graduated,	22
On board December 31st, 1884,	75
Average attendance,	70.56

Twenty-one of the 49 placed under the head of discharged, etc., were of the graduating class, and are known to have gone to sea before completing course.

Herewith are reports of Chamber of Commerce, Board of Experts, and Surgeon.

Respectfully submitted,

E. M. SHEPARD,  
*Superintendent N. Y. N. S.*

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## REPORT.

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### *To the Chamber of Commerce:*

The undersigned, Council of the Nautical School of the Port of New York elected by the Chamber, begs leave to make the following report of its Tenth Annual Examination on board the School Ship *St. Mary's*:

Thursday, October 16, 1884, the day designated, the Council with the experts, Captains J. H. COLCORD, G. A. CARVER and FREDERICK CRICKETT, whose report is herewith annexed, as well as several master mariners, were conveyed to the ship, then lying at anchor off Twenty-third street, East River.

As usual, the scholars were first examined in the science of navigation, and afterward exercised in the handling of sails, etc., and other duties of a seaman, in all of which they showed proficiency, and reflected credit upon the instructors and officers of the School, for the conscientious and faithful discharge of their duty.

The following was the programme of the exercises of the day:

1. Muster boys on spar deck, with bags for inspection.

2. Inspection of vessel, lower decks, hold, etc.

3. Inspection of specimens of marling-spike seamanship, sailmaking, etc.

4. Examination of graduating class in navigation, to continue until preparation for dinner, or until experts are satisfied.

5. Inspection of food and mess arrangements, dinner, luncheon and intermission.

Exercise with sails, make sails to royals, single reef, furl royals, double reef, furl topsail, close reef, reef foresail, shake out reefs, make sail and furl.

Address to graduates, presentation of prizes, etc.

At the opening of the School, November 12, 1883, there was an attendance of forty-three scholars, and there were admitted during the year 1883-4, one hundred and twenty, making a total attendance of one hundred and sixty-three.

Of the above number, twenty-two graduated at this examination, as named :

Ralph M. Kittison,	Lacy Stewart,
Albert H. Jones,	Fred Hand,
Hudson K. Laforge,	W. L. McCarty,
C. H. Thompson,	Geo. Schaefer,
C. L. Johnson,	F. Leiware,
A. E. Raynen,	T. C. Montgomery,
W. K. Vanderveer,	E. Conley,
Geo. H. Kemp,	J. G. Johnston,
W. Leibs,	Geo. W. Spence,
F. B. Smith,	C. F. Jones,
Noah Ashworth,	E. H. Cook.

The following of the graduates received medals awarded by the Chamber of Commerce :

1st prize, silver medal to H. K. Laforge, 1st scholar of his class.  
2d prize, bronze medal to A. H. Jones, 2d scholar of his class.  
3d prize, bronze medal to R. M. Kittison, 3d scholar of his class.

Other prizes were awarded :

From the officers of the School Ship *St. Mary's* :

Copy LUCE's Seamanship, ALBERT H. JONES. Best seaman.

From Mr. JOHN D. JONES, President of the Atlantic Mutual Insurance Company :

Sextant, to HUDSON K. LAFORGE. (Recipient of silver medal.)  
Best general average.

From Lieut. MILTON K. SCHWENK, U. S. N. Instructor.

Copy BOWDITCH Navigator, to HUDSON K. LAFORGE. (Recipient of silver medal.) Best navigator and best note book on navigation.

From Mr. GEORGE W. BLUNT :

Copy BOWDITCH Navigator, to RALPH M. KITTISON. Second best navigator.

Copy BOWDITCH Navigator, to GEORGE H. KEMP. Best journal of cruise.

From former graduates of the School :

A silver cup, to WARREN K. VANDERVEER. Most popular boy.

Mr. JAMES M. BROWN, President of the Chamber of Commerce, presented the medals and prizes, with appropriate remarks.

The usual reception was held in the afternoon, and was largely attended by the friends of the School; among those present on behalf of the Board of Education were, Mr. STEPHEN A. WALKER, President, Mr. DAVID WETMORE, Chairman of the Executive Committee on Nautical School, and Mr. HOSEA B. PERKINS.

The Rev. Dr. SAMUEL H. HALL, Secretary of the American Seaman's Friend Society, addressed the graduates, and from his well chosen words we select the following :

He urged the young men of the graduating class, as they were about going forth upon their chosen vocation, to remember that success in the life before them would largely, if not altogether, depend upon their own exertions.

Much had been done to give them a right start, and as they hereafter devoted themselves, intelligently, studiously, industriously and conscientiously to their then honorable calling, so would they be recognized as useful and honorable men.

The highest manliness consisted in the practical development on their part of those elements that constitute the manly character, such as truthfulness, honesty, and consideration of others as well a proper self-respect. A regard for the rights of others was altogether consistent with a regard for the duty which every man owed to himself, thus harmonizing with the divine injunction, "Whatever ye would that men should do unto you, even so do ye unto them."

By conformity to this rule, they would exhibit the characteristics of a Christian manliness, winning the approbation of the wise and good, and securing for themselves also present and abiding happiness.

They were also urged to practice conscientiously the duties of good citizenship and the virtue of loyalty and patriotism.

The Surgeon's report, presented herewith, shows the health of the scholars for the past year to be generally good.

Schedule of the cruise, as taken from the log :

Sailed from New York, May 8, 1884.

“ “ Glen Cove, May 10.

“ “ New London, May 17.

Arrived at Gibraltar, June 18.

Sailed from Gibraltar, June 26.

Arrived at Tangier, June 27.

Sailed from Tangier, June 29.

Arrived at Teneriffe, July 5.

Sailed from Teneriffe, July 5.

Arrived at New London, July 31.

Remainder of time in and about Long Island Sound.

Since the organization of the New York Nautical School in 1874, there have been admitted to it one thousand and twenty pupils, of whom three hundred and sixty-eight have completed the course and received certificates of graduation.

Of those admitted to the School up to the 1st of January, 1884, thirty-eight per cent. have graduated and sixty-nine per cent. of the graduates have gone to sea.

While it may be well known that the School is under the supervision of the Board of Education of the City of New York, its purposes and intentions are not so thoroughly appreciated as they should be, and for this reason we feel it our duty again to endeavor to disabuse the minds of those persons not fully, or else incorrectly informed. The School is not in the remotest sense a reformatory.

Any boy between fifteen and seventeen years of age, residing in this city, complying with the qualifications hereafter mentioned, desirous of following the occupation of a navigator, has before him now an opportunity for a seafaring life never before presented. The pre-requisites to joining are, a good character, a willing consent of parents and applicant, a certificate of the ship's surgeon as to health and physical ability; and the course of education includes, not only nautical, but common school branches. The ship is in charge of selected officers of the United States Navy, although it must be distinctly understood that the graduates are intended for the merchant marine. Your Council, therefore, not unjustly claims, that the successful applicant should be proud that he has been permitted to enter the School, and an opportunity given him to become one of its graduates.

While in this report it is neither the place nor the desire to introduce in detail the subject of the present deplorable condition of our merchant marine (that remnant of the tonnage engaged in our foreign carrying trade), we are nevertheless, compelled to state that this limited field in which we are confined to work, in order to secure places for the graduates, is, each succeeding year, more forcibly presented to us.

The subject in question is anything but agreeable to contemplate; the fact, however, remains, and the cure for it will be strengthened by continued agitation.

It does not seem possible that this great nation of fifty-five millions of people will be otherwise than restive under the present state of affairs. How best to improve our humiliating position on the high seas, if curable otherwise than by time and enforced economy, would no doubt be more quickly solved by the appointment by this Chamber of a Standing Committee, to report from time to time for any action that may be deemed practicable and necessary.

The officers of the School Ship are :

Commander E. M. SHEPARD, Superintendent.  
 Lieutenant R. M. BERRY, Executive Officer.  
 Lieutenant C. P. PERKINS, Senior Instructor.  
 Lieutenant M. K. SCHWENK, Instructor.  
 Assistant Surgeon H. P. HARVEY, Surgeon and Instructor.

Respectfully submitted,

(Signed) THOS. P. BALL,  
 ELIHU SPICER, Jr., } *Council.*  
 JAMES H. WINCHESTER,

NEW YORK, *December 3, 1884.*

## REPORT OF COMMITTEE OF EXPERTS.

The undersigned, who were appointed a Committee of Experts by the Council of the Chamber of Commerce on the New York Nautical School, beg respectfully to report :

That on the 16th of October, 1884, we visited the School Ship *St. Mary's*, lying at anchor off Twenty-third street, East River, for the purpose of making an examination of it and of the members.

At 11 A. M. the School was drawn up in a line on deck for inspection. We found the pupils to be an intelligent class of young men, and quite neat in appearance.

We went into the between decks and there found everything neat, clean and well arranged. The specimens of work done by the School, such as splicing, knotting and fitting of rigging in all its forms, both in hemp, manilla and wire rope, were done in a seamanlike and satisfactory manner.



In the sail-making department we found specimens of seam-stitching, roping, working in of clews and cringles and patching, all creditably done. In repairing sails we find specimens of herring-bone stitch, &c., working in eyelet holes and reef points, which compared very favorably with work done by seamen in the merchant service.

The graduating class were then examined and answered all the questions of working out a day's work at sea by dead reckoning; also morning and evening time sights for finding longitude of ship at sea, and meridian altitude of the sun, moon, planets and stars to obtain the latitude. The young men replied to all questions put to them with promptness, showing they had been well instructed in the art of navigation.

The members of the School were then summoned to their noon meal, which was a good substantial dinner. We inspected samples of ship stores, and found all to be of good quality.

At 1:30 P. M. the young men were mustered on deck again, and, at a given signal, were at once running up the fore rigging and out on the fore yards, and all sails forward were loosed and set from topsail to royal in ten minutes. The order was then given, and all the sails that were set were clewed up, except the topsail, which was single-reefed, and the topgallant-sail set over it. The signal to clew at topgallant-sail and double reef the topsail, then clew up and furl all sails, was done in quick time and in a seamanlike manner, showing good training and ability.

We take great pleasure in testifying to the usefulness of the Nautical School as supervised by the Board of Education and your Council, as well as to the capability of the officers of the *St. Mary's*, who are able and competent men, fit to take charge of such a school of young men.

During the examination of the class in Navigation we noted that in teaching the variation and deviation of the compass, no special pains were taken in giving information respecting the local deviation of the compass on board of iron ships, with its cause and effect on the various courses. As iron ships are evidently to be the ships of the future, we should advise that more attention should be given to that point.

(Signed) J. H. COLCORD,  
G. A. CARVER,  
FRED. CRICKETT.

NEW YORK, *October 25, 1884.*

We, the undersigned master mariners, also witnessed the examination referred to in the foregoing report, and concur with the Committee throughout in the views therein expressed.

A. SPENCER,  
L. E. JACKSON,  
GEO. A. DEARBORN,  
JOHN TRECARTIN,  
GEO. M. BROWN,  
SAM'L H. DOLLARD,  
L. MCKAY,  
WM. B. HILTON.

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### REPORT OF SURGEON.

NAUTICAL SCHOOL SHIP ST. MARY'S, }  
NEW YORK, *November 1, 1884.* }

SIR—I have the honor to make the following report concerning the sanitary condition of this ship since reporting as the relief of P. A. Surgeon JAS. R. WAGGENER, U. S. N., on May 2, 1884:

Soon after joining the ship she started on her annual cruise, which has just been completed, and during this time she has been in excellent sanitary condition. Her decks have been kept clean, her bilges sweet, and due attention paid to ventilation. An abundance of good water and wholesome food has been provided, and every necessary attention given to the comfort and cleanliness of the boys.

We have had no deaths and no sickness of special moment. Many minor ailments have occurred, but rarely anything necessitating an excuse from duty.

The general appearance of the newly admitted boys has very noticeably improved.

Very respectfully,

HENRY P. HARVEY,

*P. A. Surgeon, U. S. N.*

To Commander E. M. SHEPARD, U. S. N.,

*Commanding N. Y. N. S. S. St. Mary's.*

# REPORT

OF THE

## PRINCIPAL OF THE EVENING HIGH SCHOOL.

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EVENING HIGH SCHOOL, }  
*April 2, 1884.* }

*To the Honorable the Board of Education :*

GENTLEMEN—I have the honor to submit the following report of the Evening High School for the eighteenth term, ending at the date of this report.

The usual two weeks' work of examination, registration and classification of applicants for admission, preliminary to the commencement of the term proper, was begun on Monday evening, September 17, 1883. Eighteen hundred and twenty-eight applicants were found qualified and were admitted, while nearly the same number were rejected, being unable to pass the required examination ; most of those rejected were admitted to the other evening schools.

Class instruction was begun on Monday evening, October 1, 1883, the first evening of the term proper, with an attendance of 1,617. The average attendance for the term consisting of one hundred and twenty nights, exclusive of all holidays, was 1,007. The average age of the students was 20 years;

the oldest being 58 and the youngest 14. There were 60 students who attended every evening.

The time of each evening, from 7 to 9 o'clock, is divided into two equal parts; each instructor teaches two classes, one from 7 to 8 o'clock, and another from 8 to 9 o'clock, thus enabling students to pursue two subjects of study without having them conflict with each other. The students are permitted to choose their instructors, and to select the study or studies they desire; they are required to be present only when their classes are in session, it being optional with them whether they pursue one study or two; a very large majority attend both hours. After a student has made a selection of study or studies, he cannot change the same without the permission of the Principal. Each member is furnished with a card of admission, a programme of study, and a printed copy of the rules and regulations of the school.

Students who have made satisfactory improvement in their studies, and who have not been absent more than fifteen evenings, are entitled to *certificates*, and those who have received *three* annual certificates are entitled to *diplomas*. Four hundred and forty-eight certificates and fifty-three diplomas were awarded at the end of the term.

*Table showing the studies, the average attendance, the number of instructors, and the average age of the students in each study:*

STUDIES.	Average Attendance.	Number of Instructors.	Average Age of Students.
Latin (1 hour per evening).....	13	1	23
Reading and Declamation (3 ev's w'k).	27	1	22
English Grammar and Composition..	118	1	21
German.....	120	2	22
French .....	76	2	19
Spanish.....	63	1	20
Architectural and Mechanical Drawing	72	1	21
Free-hand Drawing.....	120	1	18
Penmanship.....	87	1	18
Phonography.....	79	1	19
Mathematics.....	37	1	20
Arithmetic.....	250	4	18
Bookkeeping.....	352	5	19
Chemistry (1 hour per evening).....	17	1	20
Anatomy and Physiology.....	24	1	20
History and Political Science(3ev'sw'k)	18	1	21

The following is a detailed statement of the work done in the various classes. It does not differ materially from that of last term.

#### LATIN.

The class met one hour each evening in the week. Its course comprised the various declensions of nouns, pronouns and adjectives; the conjugations of regular verbs, both in the active

and passive voices ; the comparison of adjectives and adverbs ; and the rules of Latin grammar. Translations from Latin into English and from English into Latin were made every evening, the Latin sentence in every case being written on the blackboard. English derivatives from the Latin words used in each lesson were mentioned, and their derivation explained. The history, the mythology, and the customs of the Latins received careful attention.

#### ENGLISH GRAMMAR AND COMPOSITION.

The principles of English grammar were taught in detail, and were practically applied by the students in the construction and in the analysis of sentences, and in the correction of errors of speech. Compositions were written by the students, read before the class, and criticised by the instructor and by members of the class.

#### DRAWING.

The instruction in the Architectural and Mechanical Drawing Class embraced the problems in descriptive geometry, the projections of solids, the development of surfaces, the principles of linear perspective, the orders of architecture, copying, designing, enlarging and tinting of plans and elevations of buildings and machinery.

The Free-hand Drawing Class was divided into four sections, which were taught as follows :

**FIRST SECTION.**—Drawing in lead-pencil, easy examples of historic ornament, human features, masks and heads.

**SECOND SECTION.**—More advanced work in drawing historic ornament, human features, head and figure, in pencil, with shading.

**THIRD SECTION.**—Drawing in crayon human head and figure, historic ornament, plant and flower forms, and animals.

**FOURTH SECTION.**—Drawing in crayon from antique cast, human head and figure, and historic ornament.

From this section two students entered the National Academy of Design, and four more were prepared to enter.

#### READING AND DECLAMATION.

The Reading Class read Monroe's Sixth Reader through twice. As many of the students were foreigners, unfamiliar with our language, much time was devoted to correcting pronunciation, and to defining and explaining words, the meaning of which to many was wholly unknown. The Declamation Class was composed of more advanced students. Selections were committed to memory, and upon these they were drilled in expression, gesticulation, emphasis and force, with the object of acquiring a natural, graceful, pleasing, and effective delivery. In all cases improvement was apparent, while in individual instances there was developed promise of more than ordinary oratorical abilities.

#### CHEMISTRY.

The class met one hour in each evening in the week. The work done extended through inorganic chemistry and the chemistry of carbon compounds. The students were taught the use of the blow-pipe and the analysis of salts containing one base and one acid. The more advanced students were taught to analyze mixtures of salts, separating the acids and the bases in the same.



## POLITICAL SCIENCE.

The course of study was divided into three parts :

First.—Political history of the United States.

Second.—Economics.

Third.—Discussions on current political and economic questions.

The method of the conversational lecture was adopted, and free use made of charts, public documents, the pamphlets of publicists and blackboard explanations of facts and figures.

## PHONOGRAPHY.

The work done was as follows :

Beginners' Class.—Elementary principles of phonography, taught from Graham's Handbook, embodying all the contractions and expedients, through the word-signs of the corresponding style ; translations from long-hand to short-hand and from short-hand to long-hand, with nearly all the selections from Graham's First Phonographic Reader.

Advanced Class.—Review of the word-signs of the corresponding style, with their uses in phrase writing ; continuation of word-signs for the reporting style ; Graham's Second Reader completed ; writing from dictation.

## PENMANSHIP, ARITHMETIC AND BOOKKEEPING.

The classes in penmanship were carefully drilled in the Payson and Dunton system, and rapidity, with superior quality of hand writing, was acquired by many of the students. The classes in arithmetic completed the subject, and the classes in bookkeeping finished single and double entry.

## MATHEMATICS.

Algebra.—Through quadratics.

Geometry.—Through Dr. Hunter's plane geometry and review.

Trigonometry.—Through Davies' Plane Trigonometry, working all the problems.

## ANATOMY AND PHYSIOLOGY.

The anatomy of the body, both gross and microscopic, was taught by lectures and demonstrations. The physiology of the various organs was then discussed. Lectures were given on hygiene and on the aid that should be given to those injured by accident, pending the arrival of a physician.

## GERMAN.

The First German class completed forty-three lessons in Comfort's First Book, and was taught the German pronunciation and the German script; the declensions of the article, the the noun, the adjective and the pronoun; the conjugation of verbs, both of the weak and of the strong conjugation, and including the auxiliary verbs of mood, the use of prepositions and the arrangement of words in sentences. The German exercises were translated into English and the English exercises into German, and most of the latter were translated in writing. The first twenty-six pages of Ahn's First German Reader were read by the class.

The Second German class completed thirty-two lessons in Woodbury's Complete Course, going more minutely into the grammar and idioms of the language. The German exercises were translated into English and the English into German; the latter were also rendered in writing. The reading lessons in Woodbury's Course were read by the students.

The Third German class carefully reviewed the work done in the other classes, and devoted considerable time to conversational exercises and to reading and writing. Seventy-five pages of Grauert's German Reader were read and translated, with constant reference to the grammatical construction of the sentences.

#### FRENCH.

Duffet's French Grammar, Part I, was carefully gone over, except a few lists of adverbs, prepositions and conjunctions intended mostly for reference. Both auxiliaries and the four conjugations in the different forms were memorized, and the principal irregular verbs met with in the grammar conjugated. In addition to the colloquial exercises in Duffet's Grammar, French conversations on practical subjects were had. Selections from Fiva's Elementary French Reader were read and translated, supplemented by explanations and applications of elementary rules of grammar.

The Second Class reviewed the work of the First Class, completed the irregular verbs, and finished Duffet's Grammar, Part II.

All exercises were conducted in French.

#### SPANISH.

FIRST SECTION.—Through twenty-four lessons of De Tornos' Method ; conjugation of the regular verbs.

SECOND SECTION.—Through forty lessons of De Tornos' Method ; conjugation of regular and irregular verbs ; formation of sentences ; translation of Iriarte's Fables.

THIRD SECTION.—De Tornos' Method Completed ; conversation ; composition ; reading and translation of Iriarte's Fables.

## PRIZES AND PRIZEMEN.

**Tiffany & Co. Prize** (gold medal) for *greatest improvement in drawing from antique cast*, was awarded to

CHARLES PRIOR.

Honorable mention is made of

HENRY R. WHITE,

C. GEIGLER,

CHARLES H. MOORE.

**Mitchell, Vance & Co. Prize** (bronzes) for *greatest improvement in drawing heads and figures*, was awarded to

L. GOTTHOLD.

Honorable mention is made of

W. HINNERS,

A. E. WALKER,

CHARLES F. KURZ.

**Faber Prizes** (drawing instruments), for *greatest improvement in drawing ornament*, were awarded, first prize, to

A. N. SPANIER.

Second prize to

JAMES SCHNEIDER.

Honorable mention is made of

J. P. GENTHON,

HENRY L. EBERLE,

JULIUS EICHENAUER,

**First Prize** (gold medal by class instructor) for *best architectural drawing*, was awarded to

MARTIN J. HACKETT.

**Second Prize** (box of water colors by Messrs. Knoedler & Co.), for *next best architectural drawing*, was awarded to

E. R. POERSCHKE.

Honorable mention is made of

L. G. DESTREMPES.

First Prize (gold medal by class instructor), for *best mechanical drawing*, was awarded to

GEORGE LORIOT.

Second Prize (silver medal by Mr. J. M. Tiencken), for *next best mechanical drawing*, was awarded to

CHRISTIAN H. LOOS.

The Instructor's First Prize for the *best examination in anatomy and physiology* was awarded to two students, who were judged of equal merit:

ALEXANDER JEFFREY,

RICHARD KENT.

The former received a copy of "Flint's Practice of Medicine," the latter a copy of "Satterthwaite's Histology."

Instructor's Second Prize (Newall Martin's, "The Human Body"), for proficiency in *anatomy and physiology*, was awarded to

JOSEPH McLAREN.

The instructors have performed their various duties to my entire satisfaction. The gentlemanly conduct of the students, and the earnestness and attention which they have given to their work, show how thoroughly they appreciate the advantages they enjoy through this institution.

My thanks are most cordially tendered to the Committee on Evening Schools for the interest they have taken in the school.

Respectfully submitted,

JARED S. BABCOCK,

*Principal.*

ANNUAL REPORT  
OF THE  
TRUSTEES  
OF THE  
COLLEGE OF THE CITY OF NEW YORK  
FOR THE  
*YEAR ENDING JUNE 26, 1884.*



# REPORT.

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*To the Regents of the University of the State of New York :*

The Trustees of the College of the City of New York, established at New York City, in compliance with the provisions of law, make the following report for the year ending June 26, 1884, in respect to the several subject matters hereinafter mentioned :

## I.—CALENDAR.

The following is a calendar of the principal events during said year :

Examinations for admission, June 4th, 5th, 6th, 1883.  
 Beginning of the first term, September 12th, 1883,  
 Beginning of the second term, February 4th, 1884.  
 Number of weeks of instruction, thirty-two (32).  
 Number of weeks of examination, four (4).  
 Number of weeks of vacation, one in December, one in May, ten in July, August, September.  
 Date of commencement, June 26th, 1884.  
 Date of ending of the Collegiate year, June 27th, 1884.



## II.—BOARD OF TRUSTEES.

At the close of said year the Board of Trustees was constituted as follows :

STEPHEN A. WALKER, *Chairman.*

LAWRENCE D. KIERNAN, *Secretary.*

Stephen A. Walker.....	8 East 30th street.
David Wetmore.....	119 Lexington avenue.
Fred'k W. Devoe.....	Fordham.
Gilbert H. Crawford.....	301 West 46th street.
Isaac Bell.....	247 Fifth avenue.
J. D. Vermilye.....	42 Wall street.
Wm. Belden.....	841 Fifth avenue.
Edward Patterson.....	19 East 45th street.
J. Edw'd Simmons.....	28 West 52d street.
Jacob H. Schiff.....	35 West 57th street.
W. J. Welch.....	211 Henry street.
R. G. Beardslee.....	47 West 55th street
Eugene Kelly.....	33 West 51st street.
Wm. Wood.....	4 West 18th street.
Wm. M. Ivins.....	25 West 129th street.
Eugene H. Pomeroy.....	48 West 55th street.
Edward J. H. Tamsen.....	52 Avenue A.
William B. Wallace.....	137 East 49th street.
Henry Schmitt.....	29 Vandam street.
H. B. Perkins.....	Fort Washington.
Gustav Schwab.....	Sedgwick avenue.

## III.—FACULTY.

The officers and members of the Faculty and other instructors, together with the department of instruction and compensation of each, were during said year as follows :

*President*, Alexander S. Webb, LL. D.....Annual salary, \$7,500 00

*Registrar*, Robert W. Cana.

*Secretary*, Adolph Werner, M.A.

Name (with Academic Degree).	Department of Instruction.	Salary.
Jean Roemer, LL.D.....	French.....	\$4,500 00
A. J. Morales, LL.D.....	Spanish.....	3,000 00
B. O. Doremus, M.D., LL.D.....	Chemistry and Physics.....	4,500 00
Adolph Werner, A.M.....	German.....	4,500 00
J. C. Draper, M.D., LL.D.....	Nat. Hist., Phys., and Hygiene.....	4,500 00
A. G. Compton, A.M.....	Applied Mathematics.....	4,500 00
O. G. Herbermann, Ph.D.....	Latin.....	4,500 00
D. B. Scott, Ph.D.....	English.....	4,500 00
S. Woolf, A.M.....	Des. Geometry and Drawing... ..	4,500 00
Geo. B. Newcomb, Ph.D.....	Philosophy.....	4,500 00
F. G. Tisdall, Ph.D.....	Greek.....	4,500 00
J. W. Mason, A.M.....	Pure Mathematics.....	4,500 00
H. P. Johnston, A.B.....	History.....	4,500 00
Tutors,		
B. A. Sheldon, Ph.D.....	Mathematics.....	2,375 00
C. Fabregon, A.M.....	French.....	2,375 00
Wm. Stratford, A.M., M.D.....	Natural History—Physics.....	2,375 00
E. Fiston, A.M.....	French.....	2,375 00
Wm. G. McGuckin, A.B., LL.B. ...	Mathematics and History.....	2,375 00
J. R. Sim, A.B.....	Mathematics.....	2,375 00
L. H. Hunt, M.S., M.D.....	Des. Geometry.....	1,500 00
L. S. Burchard, A.B., LL.B.....	Latin—Mathematics.....	1,500 00
I. Sickels, M.S., M.D.....	Natural History—Workshop ...	1,400 00
Wm. W. Smith, B.S., LL.B.....	English.....	1,500 00
G. C. Hollerith, B.S.....	Mathematics.....	1,400 00
C. R. Smith.....	Drawing.....	1,500 00
J. F. Mulqueen.....	Latin.....	1,200 00
C. A. Doremus.....	Physics and Asst. in Laboratory	2,375 00

Tutors.	Department of Instruction.	Salary.
J. Baumeister, B.S.....	English—Bookkeeping.....	\$1,000 00
R. N. Kenyon, A.B.....	English.....	1,000 00
E. Ilgen, A.B.....	German—Greek.....	1,000 00
E. Cherbuliez.....	English—French.....	1,000 00
A. Colin.....	Drawing.....	1,000 00
R. W. Cana.....	Registrar—Dep. Librarian.....	1,750 00
Henry Mayell .....	Secretary to President.....	1,300 00
M. F. Bonney.....	Janitor.....	1,650 00
J. Reed.....	Engineer.....	1,000 00
Jno. Bonney.....	Boy in Laboratory.....	240 00

#### IV.—STUDENTS.

The following tables show the number and classification of the students in the several departments during said year :

##### 1.—DEPARTMENT OF ARTS.

Classes.	Males.	Total.
Freshman.....	69	69
Sophomore.....	38	38
Junior.....	25	25
Senior.....	28	28
Sub-Freshman and Preparatory....	142	142
Total.....		302

##### 2.—DEPARTMENT OF SCIENCES.

Classes.	Males.	Total.
Freshman.....	93	93
Sophomore.....	37	37
Junior.....	24	24
Senior.....	16	16
Sub-Freshman and Preparatory....	252	252
Total.....		422
Grand Total.....		724
In a course of one year—Commercial.....		225
		949

## 3.—SUMMARY BY RESIDENCES.

	Males.	Total.
Residents of the City and State of		
New York.....	949	949

## V.—GRADUATION.

The following statement exhibits the several degrees conferred by the Board of Trustees during said year :

## 1.—NUMBER RECEIVING THE BACCALAUREATE DEGREE.

	Males.	Total.
Bachelor of Arts.....	28	28
Bachelor of Science.....	16	16
		<hr/>
Total for the year.....		44
Total from the origin.....		1132

## 2—NUMBER RECEIVING THE MASTER'S DEGREE AND OTHER POST-GRADUATE DEGREES.

	Males.	Total.
Master of Arts.....	2	2
Master of Science.....	1	1
		<hr/>
Total.....		3

## 3.—RECIPIENTS OF HONORARY DEGREES.

Name.	Residence.	Degree.
Alexander G. McAdie.....	U. S. Signal Corps.....	A.M.
Wm. Morrow K. Olcott.....	111 West 13th street.....	A.M.
Jno. Baumeister.....	306 East 23d.....	M.S.

## VI.—COLLEGE HONORS.

The following statement exhibits the several College honors conferred during the said year, together with the names of the several recipients :

Title of Honor.	Recipient.
Valedictorian.....	Oscar Erlandsen.
Salutatorian.....	William Fuchs.
Third Honorary Oration.....	Gustave A. Carls.
Fourth Honorary Oration.....	Edward F. Todd.
Fifth Honorary Oration.....	Henry E. Bliss.
Sixth Honorary Oration.....	August Rupp.

## VII.—PRIZES, SCHOLARSHIPS, AND FELLOWSHIPS.

The several prizes, scholarships, and fellowships bestowed or held during said year are given in the following table :

Title of Prize, etc.	Value.	Recipient.
Kelly, "Best Critique,".....	\$30 00	Lewis F. Mott.
Kelly, "Prize Debate,".....	30 00	Wm. L. Felter.
Kelly, "Best Critique,".....	30 00	E. W. Scripture.
Kelly, "Prize Debate,".....	30 00	Jas. E. Holmes.

## VIII.—COURSES OF STUDY.

The following is a summary statement of the several courses of study pursued in the College :

COURSE OF STUDY.		
CLASSICAL.	SCIENTIFIC.	
SUB-FRESHMAN CLASS.		Hours a Week.
	English.....	3
	Mathematics.....	5
	Physics.....	2
	Natural History.....	2
	Drawing.....	3
Latin.....	or French.....	5
		<hr/> 20

## FRESHMAN CLASS.

English.....	1			
Mathematics.....	5			
Natural History.....	2			
History.....	3			
Descriptive Geometry.....	3	} or {	Descriptive Geometry.....	4
Latin.....	3		French.....	3
Greek.....	3		Spanish or German.....	2
				<hr/> 20

## SOPHOMORE CLASS.

English Literature.....	2		
Rhetoric.....	2		
Mathematics.....	3		
History.....	3		
Philosophy.....	2		
Drawing.....	3		
Latin.....	2	} or {	French.....
Greek.....	3		Spanish or German.....
			20

## JUNIOR CLASS.

	English Literature.....	2		
	Natural History.....	2		
	Chemistry.....	3		
	Philosophy.....	3		
Mathematical Physics.....	3	} or {	Mathematics.....	3
Latin.....	4		Acoustics and Optics.....	2
Greek.....	3		Spanish or German.....	5
				<hr/> 20

## SENIOR CLASS.

	Chemistry.....	4	
	Natural History.....	1	
	Philosophy.....	3	
	Æsthetics.....	1	
Latin.....	3	} or {	Mechanics and Astronomy..... 5
Greek.....	3		A third Modern Language or Latin 5
A Modern Language.....	5		A Modern Language continued. 1
			<hr/> 20

## IX.—GROUNDS AND BUILDINGS.

The following statement contains a true account of the dimensions and character of the grounds, and of the dimensions, character, and uses of the several buildings belonging to or used by the institution during said year :

1. The grounds consist of a plot on Lexington avenue 150 feet by 200 on Twenty-third street, and a plot 100x100 on Twenty-second street.

2. The buildings are severally as follows: Two three-story brick buildings, together capable of accommodating 1200 students. A two-story extension, 40x110, to the main building, used as a Laboratory and Workshop.

Estimated value of grounds and buildings, \$225,000.

## X.—EDUCATIONAL COLLECTIONS.

The several educational collections belonging and used by the institution during said year, are enumerated in the following statement under the several heads of library, apparatus, and collections.

### 1.—LIBRARY.

Number of volumes added during the year.....	492
Present number of volumes.....	21,138
Estimated value of library.....	\$54,000

### 2.—APPARATUS.

Physical apparatus, estimated value.....	} \$28,000
Chemical apparatus, estimated value.....	
Art Department, estimated value.....	
	1,400

## 3.—COLLECTIONS.

Zoological—Mineralogical, estimated value.....	}	\$6,000
Geological, estimated value.....		
Conchological, estimated value.....		
Historical Cabinet.....		1,200
Estimated value of library, apparatus and collections,		\$90,600

## XI.—COLLEGE PROPERTY.

The subjoined statement truly represents the property of the institution at the end of said year under the several heads enumerated :

Grounds and Buildings.....	\$225,000
Educational Collections.....	90,600
Amount invested in United States and State stocks.....	1,000
Amount invested in corporate bonds and stocks.....	6,000
Amount invested in bonds and mortgages.....	24,000
Other property.....	90,600
Total.....	\$437,200

## XII.—REVENUE AND EXPENDITURES.

The revenues and expenditures of the institution during said year have been as given in the following statement :

## 1.—REVENUE.

From income of invested funds.....	\$1,344 00
From all other sources.....	143,373 90
Total.....	\$144,717 90

## 2.—EXPENDITURES.

For salaries paid for instruction, etc.....	\$105,515 50
For prizes, scholarships, etc.....	1,344 00
For improvement and repairs of buildings and grounds.....	15,137 16
For fuel and incidental expenses.....	22,721 24
Total.....	\$144,717 90



### XIII.—CONCLUSION AND AUTHENTICATION OF REPORT.

The foregoing report was prepared in accordance with the instructions of the Regents of the University under authority conferred by the Board of Trustees, and by them ordered to be duly attested and transmitted to the Board of Regents of the University.

Done at New York this 16th day of December, 1884.

[L. s.]

STEPHEN A. WALKER,

*President.*

LAWRENCE D. KIERNAN,

*Secretary.*

ANNUAL REPORT  
OF THE  
FACULTY  
OF THE  
COLLEGE OF THE CITY OF NEW YORK  
TO THE  
BOARD OF TRUSTEES  
FOR THE  
*YEAR ENDING JUNE 26, 1884.*

## College of the City of New York.

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*December 15, 1884.*

*To the Board of Trustees :*

GENTLEMEN—At a meeting of the Faculty, held this day, the subjoined Report was adopted, the President and the Secretary were directed to sign it and to transmit it to your Board.

Very respectfully,

ADOLPH WERNER,

*Secretary to the Faculty.*

# REPORT.

THE COLLEGE OF THE CITY OF NEW YORK, }  
December 15, 1884. }

*To the Board of Trustees :*

**GENTLEMEN**—In accordance with section 19 of the Manual of the College, the Faculty herewith submit their report for the year ending June 26, 1884.

On Commencement Day, June 28, 1883, there were on the rolls of the College, 1,187 students, classified as follows :

In the Senior Class.....	44
“ Junior “ .....	69
“ Sophomore Class.....	96
“ Freshman “ .....	209
“ Sub-Freshman “ { Five years' course, 532 } { One year's course, 237 }	769
	<hr/> 1,187

During the first term, ending February 1, 1884, there left,  
or were dismissed :

From the Senior Class. ....	0
“ Junior “ .....	20
“ Sophomore Class. ....	25
“ Freshman “ .....	64
“ Sub-Freshman “ { Five years' course, 205 { One year's course, 64 }	269
	<hr/> 378

During the second term there left, or were dismissed :

From the Senior Class.....	0
" Junior " .....	1
" Sophomore Class.....	2
" Freshman " .....	20
" Sub-Freshman " { Five years' course, 48 } { One year's course, 33 }	81
	<hr/> 104

The examination for admission took place May 29, June 2, and June 3. Of the 1,013 applicants, 672 were admitted on probation to the Sub-Freshman Class.

The examination for advancement commenced June 5 and closed June 13. When the results had been ascertained and collated, the 44 members of the Senior Class were recommended to your Board for graduation.

Of the Junior Class. ....	36	were	advanced.
" Sophomore Class.....	58	"	"
" Freshman " .....	76	"	"
" Sub-Freshman " .....	181	"	"

—and 62 left from the one year division, receiving certificates stating that they had completed the prescribed course to the satisfaction of the Faculty.

At Commencement the 44 Seniors recommended by the Faculty were graduated, leaving on the rolls of the College 1,134 students, viz. :

In the Senior Class.....	36
" Junior " .....	63
" Sophomore Class.....	86
" Freshman " .....	225
" Sub-Freshman " { Five years' course, 436 } { One year's course, 288 }	724
	<hr/> 1,134

For the names of the students admitted the Faculty respectfully refer the Board to the Thirty-sixth Annual Register of the College.

While the work of the College in its several departments has been energetically prosecuted during the year, and a consequent improvement in methods and appliances is manifest in various directions, the most notable change in the course and methods of instruction is that which results from the addition of practical exercises in Chemistry, Physics and the Mechanic Arts. The new building, commenced during the preceding year, was completed at the opening of the present year, and instruction in it, delayed by the necessity of providing apparatus, tools, and materials, was begun on the 29th of October. Since that time

The Chemical Laboratory has been occupied by the Senior Class, consisting of 44 students;

The Physical Laboratory, by the Junior Class, consisting of 48 students; and

The Workshop, by Volunteer Classes, numbering 120 students.

The Chemical Laboratory, admirably illuminated by skylights facing the north, is provided with sixty desks, each equipped with the necessary gas-burners, water supply, glass-ware and reagents, and is well provided with requisite appliances for general use, as blow-pipe tables, distilling apparatus, drying ovens, and balances. The Senior Class has had three laboratory exercises a week throughout the year; a fourth hour in each week being given to lectures on the principles of the science. Each student makes a written report of each exercise, showing the method pursued and the result reached. About 250 of these reports have been received during the year; and they give evidence, in the care bestowed upon them, and their definiteness and general correctness, of the utility of this

kind of instruction in developing habits of accurate observation.

Two rooms adjoining the chemical laboratory are used as a physical laboratory by the Junior Class. One of these is a dark room for spectroscopic and photographic work ; the other is well lighted and is used for general physical manipulation. This room is fitted with batteries, telegraphic apparatus, electro-plating tank connected with the Weston dynamo in the basement, and a considerable supply of apparatus for the study of light, heat and electricity. The Junior Class have spent two hours a week in this laboratory, chiefly in the study of electricity ; in addition to the one hour a week in which they have attended lectures.

The workshop classes, made up of volunteers from all the College classes, have had 105 hours of instruction. In this time they have been exercised in the sawing and planing of wood to accurate forms and dimensions, the making of various joints, and the veneering, finishing and polishing of surfaces. In the course of these exercises they have had practice in the use of most of the tools commonly used in wood-working, except the lathe, which forms a part of their second year's course ; and while most of the students have shown a satisfactory amount of progress, some have attained results of remarkable excellence.

The full measure of useful effect which the chemical and physical laboratories and the workshops are capable of yielding will not be obtained until, in addition to the present course of instruction, a shorter course, of a specially practical character, shall have been established. Such a course has been already proposed by the Faculty, and is understood to be now under consideration in your Board, and, it is hoped, will be put into operation at the opening of the next year.

The vacancy in the Faculty, occasioned by the death of

Professor Charles E. Anthon, has been filled by the appointment of Mr. Henry P. Johnston, who entered upon the duties of his professorship at the beginning of the present year.

The College has received during the year, from the graduates of the class of 1875, two gifts which are placed upon its walls and will contribute to the instruction of its students. The first is a collection of 275 framed photographs of works of Greek and Roman architecture and sculpture, and the painting and architecture of mediæval Europe. The second is a set of electrotype copies of coins and medallions in the collection of the British Museum, illustrating the history of coinage for seven centuries preceding the Christian era.

In conclusion, the Faculty express their appreciation of the watchful care which the Trustees have in the past year, as in preceding years, devoted to the welfare of the College, and their confidence that the changes recently made and those contemplated will tend to increase the usefulness of the College and the esteem in which it is held by the people.

ALEX. S. WEBB,

*President.*

ADOLPH WERNER,

*Secretary.*





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